

<b>Author's Name:</b>	George Papagiannis, Jerry Barnaby
<b>Descriptive Title:</b>	International Journalism and Media Management Training Program at Western Kentucky University Semi-Annual Report June 2003 – December 2003
<b>Program, Activity, or Project Number:</b>	# DGC-A-00-01-00007-00
<b>Strategic Objective Number:</b>	498-017
<b>Sponsoring USAID office and contract or agreement number:</b>	USAID # DGC-A-00-01-00007-00
<b>Contractors Name:</b>	Internews Network
<b>Date of Publication:</b>	January 2004
<b>Indication of procurement sensitive information, if appropriate:</b>	N/A

## CONTENTS

1. Overview
2. Egyptian Selection Process
3. Egyptian Pre-Departure Training
4. Egyptian Print Journalism Training - Session #1
  - a. Trainers
  - b. Host
  - c. Logistics
5. Egyptian Print Internships – Session #1
6. Egyptian Print Training of Trainers – Session #1
7. Egyptian Print – Trip to Washington DC –Session #1
8. Egypt Print – Session #2
9. Curriculum Development
10. Deliverable Exhibits Appendix A-1, Interview roster from selection process Appendix A-2, Selection Committee questionnaire Appendix A-3, Session 1 list of participants Appendix A-4, Pre-Departure training schedule Appendix A-5, WKU training schedule Appendix A-6, Participant training evaluations (compilation) Appendix A-7, *Pharaoh Times*, on-line news paper Appendix A-8, Published internship article Appendix A-9, Internship evaluations (compilation) Appendix A-10, Training of Trainers Handbook (from web) Appendix A-11, WKU draft curriculum agreement

### 1. OVERVIEW

The International Journalism and Media Management Training Program at Western Kentucky University (WKU) is an intensive journalism and management training program for working journalists. In addition to teaching conventional journalism skills and practices, the role of a journalist in a democracy and how journalists can contribute to the development of civil society are key themes in the training.

Working with USAID, the program has been modified to address the specific needs of the Egyptian media. Whereas previous trainings have been 3 week programs for radio broadcast journalists and station managers, the Egyptian training has been tailored for print journalists and the training has been extended to an 8 week program which is comprised of 5 weeks of training at the University, and 3 week internships at regional newspapers. As with the previous WKU programs there will be an in-country follow-on training conducted by WKU trainers for the participants and their colleagues to attend. This training reinforces the US training and increases the outreach of the program by being available to journalists who were not accepted for the US based training.

Additionally, the Egyptian program will consist of a curriculum developer who will work with universities in Egypt to assist in developing their journalism programs. The Director of the journalism school at WKU has agreed to take on this effort. Dr. Pam Johnson is currently coordinating the accreditation of the university's journalism curriculum and will bring real life experience to this important component of developing journalism in Egypt.

During the current reporting period, the program accomplished the following:

- 1) Selected the Egyptian journalists for Session #1;
- 2) Conducted Pre-Departure Trainings in Cairo through the Al-Ahram Regional Press Institute;
- 3) Conducted the journalism training at WKU for 15 of the 50 journalists to be trained;
- 4) Conducted internships at mid-sized American newspapers;
- 5) Conducted the Training of Trainers session at the WKU;
- 6) Traveled to Washington, D.C. to attend State Department meetings and briefings;
- 7) Initiated the Curriculum Development component of the project.

## **2. Egyptian Selection Process**

In late summer of 2003, ARPI was contracted by Internews to facilitate the selection process and to conduct Pre-Departure Trainings at their training facility. Dr. Hamdy Hassan, from ARPI, Jerry Barnaby, Project Co-Director from WKU and Peter Laufer, lead trainer, participated in the preparation, review and selection of 25 journalists who made up the first pool of candidates.

### Activities

In mid-August, ARPI placed an advertisement for the program in Al-Ahram. Over 150 applications were received. As part of the application process, each person took an English proficiency examination at American University Cairo. 54 applicants passed with a grade of at least 65% (100 point scale). These 54 applicants were contacted by ARPI and interviews to be conducted by an admissions review panel were scheduled to take place on September 3-4, 2003.

The review panel consisted of representatives from Al-Ahram, Internews-WKU, Egyptian university professors, media professionals, and US government observers. Each reviewer used a score sheet containing questions and rated the responses from the candidates on a scale of 1 to 5. Dr. Hamdy Hassan from ARPI facilitated the interviews,

and the reviewers asked questions both on and off the score sheet. The goal of the review panel was to find the best mix of skills, needs, and abilities from the candidates. So as to help better diversify the group, the panel looked for candidates that represented a variety of publications and professional duties. And as with all WKU trainings, the program continued to strive to maintain a 50% female/male ratio.

The review panel selected the top candidates based on their applications, interviews, and the following factors: (1) the candidates ability to have an impact on their news department, (2) the publication (Al Ahram was heavily represented in the pool and the panel did not want an overwhelming number of participants to be from one publication); and (3) the ability of the candidate to perform in the Bowling Green training sessions. Each candidate's score sheet was totaled, and the top 25 were selected to begin the Pre-Departure Training. The ultimate factor for the selection was whether or not the candidate could obtain a J-1 visa. The names of the candidates were sent to USAID for review and then on to USAID contractor, IIE, to begin the visa application process. Because of the length of the visa application process and the heightened level of screening of applicants, 25 candidates were selected to apply for visas – although some of the 25 were alternates invited to participate if any of the primary candidates could not obtain a visa.

The names of the 25 selected were posted at ARPI on September 6. Internews-WKU program coordinator, Nahid Gibrel, gave each candidate a packet with information about the program, the visa application requirements and their acceptance letter from Jerry Barnaby.

On September 9 and 10, two groups of 13 participants and 12 participants, respectively, met with IIE to review the visa process. This session took four hours and each participant had to bring their passports and photographs.

The visa process took approximately eight weeks. Our goal was for 18 participants to attend the first session in the US; however due to the need to complete the first session by the second week of December the number of participants for the first US session were based on how soon a substantial number of candidates could receive their visas. October 24, 2003 was the set travel date and by this time thirteen women and two men had received their visas.

### Analysis

The request for applications needs to be revised in order to provide more information to the applicants from the beginning of the application process. The original application did not require enough information regarding the applicant. A revised application form calls for more written English examples of their work to be submitted in order for the Review Committee to more accurately assess the candidate's ability to perform during the WKU training sessions and the internship. Each will complete the required English test by the designated time, as before; however, the minimum passing grade will be changed to 70%. Several from Group One passed the test with 65%, but did not have adequate English speaking skills.

For the subsequent applications process the Review Committee will continue to be made up of representatives from Internews-WKU, USAID, and Egyptian media

professionals. At present, the Egyptian Press Syndicate does not wish to be involved in this program, but has a standing, open invitation to send representatives to participate on the review/interview committee. The program is considering reducing the maximum number of candidates to be interviewed to 40. The interviews will consist of no more than four candidates for a 60-minute period.

Additionally, sample work will be requested from all the participants and sent in advance of their arrival in the US to the program staff for review.

### **3. Egyptian Pre-Departure Training**

ARPI hosted nine Pre-Departure Training sessions as a series of roundtable discussions to assess that current status of the Egyptian media industry. To ensure the journalists received appropriate information regarding program logistics, two of the Pre-Departure sessions were dedicated to Internews-WKU representatives -- one in the beginning and one at the end of the Pre-Departure Training.

#### Activities

The ARPI Pre-Departure trainings were conducted by Internews-WKU contractor, ARPI, over an eight week period. These training sessions were taught by Egyptian media professionals and academics and served as preparatory training for studying journalism in the United States. ARPI provided a syllabus of this training prior to the start, which was reviewed and revised by Internews-WKU.

#### Analysis

Internews-WKU will work with ARPI on Pre-Departure content in order to better coordinate with the WKU session.

One element that will be addressed for future trainings is that the appropriate amount of time is dedicated during the Pre-Departure Training for discussions of the program logistics. It became apparent that there was not ample time allotted to cover the pertinent issues regarding the program and, it appears that individuals from the Pre-departure training, without direct knowledge of program specifics, were answering questions from the participants. This caused some unnecessary confusion on the part of the participants on what the program's responsibilities to them were. In order to prevent this, only Internews-WKU representatives will address program logistics related to the US-based training.

In order to improve this preparation and to better focus the participants on the training session at WKU, Internews-WKU staff will meet with the participants within a few days of selection. All participants will be required to attend this first day of the Pre-Departure Training. This session will be strictly for Internews-WKU during which the Compact (the document that outlines the responsibilities of the program and the participants and is signed by the participants), the Curriculum, Handbook, Per Diem, Travel,

Accommodations and any other questions related to the US-based training will be addressed. The Participants will be asked to return the signed Compact at the second Pre-Departure Training session. When the Compact is received by Internews-WKU, letters will be sent to the participant's supervisors advising them of their final selection. Internews-WKU representatives will lead the final Pre-Departure session to address issues prior to departing for the US. This will coincide with the final IIE session.

The participant evaluations of the Pre-Departure training show that sessions focusing on hands-on training were positive and sessions with "elder" professionals talking about their own experiences were of less use. The HTML training turned out to be relatively useless and put more pressure on the WKU session to follow up.

#### **4. Egyptian Print Journalism Training - Session #1**

Session 1 of the WKU US-based training consisted of 4 components: 1) an intensive 3 week training at the university; 2) 3 week internships at regional newspapers; 3) a 1 week session back at the university dedicated to "training of trainers"; and 4) a trip to Washington, D.C. for informational meetings with State Department staff and officials. Session 1 took place from October 24, 2003 to December 18, 2003.

The three-week intensive journalism training session consisted of classroom lectures, hands-on exercises, and the creation of the on-line newspaper, *The Pharaoh Times*. Award winning journalist and writer, Peter Laufer, served as the lead trainer and facilitator throughout the journalism training. Laufer's experiences include substantial work in developing countries and in the Middle East. Having a single lead trainer helped to add continuity to the overall training. Professionals from WKU and WKU's public radio station, WKYU, lectured on specific training topics. One of the strengths of the WKU training is the pool and diversity of trainers at the university. Laufer, as a lead trainer, served as the common thread throughout the training. He was able to help link the different lectures with one another and better put the individual lectures into a broader and more comprehensive context.

The typical training day began between 8 and 9 o'clock in the morning. The participants were picked up by the training van at their hotel and allotted roughly 30 minutes to catch up on e-mail before the day's session would begin. The day was divided into a morning and an afternoon session lasting approximately 3 hours each. At the end of each session the participants completed a session evaluation. At times the data collected was immediately incorporated to better address the needs or concerns of the participants, whether it was a presenter's style or specific elements of a particular session.

A good example of the daily evaluation yielding tangible results for the benefit of the participants came with the presentation of Professor Jim Highland, a highly regarded journalism instructor at the University. The participants found Professor Highland to be engaging and relevant, but his occasional use of American colloquialisms created some confusion. As he was scheduled for further presentations he was asked to weed out the more folksy nature of his comments. The participants found him easier to follow in subsequent presentations.

#### **4A. Trainers**

Western Kentucky University Faculty, Staff, and outside experts train in all aspects of the program. They are teaching faculty with a variety of specialized backgrounds and working professionals. The large pool provides intensive, personalized instruction for each of the participants.

Experienced journalists supplement the WKU trainers. These trainers specialize in teaching working journalists from challenging political and economic environments, where state control or influence of the media has been the norm.

#### **Activities**

In addition to the training there were a myriad of activities planned for the participants so as to help better the experience and exposure to the Bowling Green community and American culture. Activities included a reception in their honor, a visit by the president of the university and various campus activities such as attending the debate society and the homecoming football game. There were visits to the Bowling Green newspaper, an introduction to law enforcement and press relations with the Chief of the Bowling Green Police Department, and exposure to the American political and electoral system through supervised coverage of the election polls and political party offices during the fall 2003 elections. The election poll visit was a first time experience for most of the Egyptian journalists and one of utmost interest to them. The participants used these activities to gather news stories to be written for the on-line news paper.

#### **Analysis**

The data below was gathered and compiled from the session evaluations.

The key measurements are:

1. Discussions 80% rated very/extremely useful
2. Practical exercises 86% rated very/extremely useful
3. Writing Assignments 100% rated very/extremely useful
4. Group Projects 86% rated very/extremely useful
5. Final Projects 93% rated very/extremely useful (67% rated extremely useful)
6. The Overall Training: 73% rated very/extremely useful

Sample Participant comments:

“The [Bowling Green] Daily Newspaper visit helped in shedding a direct light on an American press experience. We need such field visits to learn more about how American press has addressed those problems of advertising, declining rate of readership. We need to know more about the studies newspapers used to improve their techniques and editing policy.”

“Writing assignments were a good application for what I have learned, the more we

write, the more we learn from our mistakes, hosting was a very good way that helped me in gathering my information of sources.”

“Some of the special guest presentations were very good and we wanted to see more of them such as Jim Highland, Paula Quinn and Pam Johnson. We also liked the photojournalism sessions with James Kenney and Tim Broekema. Writing assignments were the most important thing we did in this training and we learned a lot from it. Some of it was direct reporting, interviews or features. We sort of tried our hands in everything. We learned a lot from Peter [Laufer] and George [Papagiannis] before he left. “

“We attended a debate (a simulation to the Palestinian struggle to build up their state and the British opinion on how it’s the wrong thing to do now) it was a real challenge to me to cover a political issue, which I don’t like to do very much except when I am fully prepared, but I managed to get out of it in a different way, through wrapping up the story and mentioning the most important points and describing the setting of the scene.”

Areas needing improvement as stated by program staff, trainers and participants:

1. Improve preparation for the trainers;
2. Be cognizant of participant’s level of expertise and prepare instruction to meet that level;
3. Address participant expectations before the actual session begins;
4. Have “classroom” rules/guidelines - similar to what you would expect if you were attending a seminar or workshop;
5. Provide daily agenda (reminders) with specific activities and schedule

#### **4B. Hosts**

One unique aspect of the WKU program is that each participant is assigned a host from the WKU staff and community. The host not only serves as a contact and guide to the community, but also acts as a cultural ambassador and assists their “guest” with any particular needs, such as transportation and sightseeing. They also provide the opportunity for the guest to experience life in America first hand.

#### **Activities**

Several participants were asked to speak to school groups. These were arranged by hosts and are one of those intangible benefits of the program for the local community. Other activities that the hosts organized included a Halloween party, which was a big hit and a new experience for most, and dinners hosted in American homes. The participants enjoyed the warm atmosphere and the experience of being in an American home.

#### **Analysis**

Hosting - 86% rated very/extremely useful

The hosts serve as liaison between the participant and the program staff. However the role of the hosts must be clarified for the participants and the hosts themselves. A commitment to meet at all scheduled times is needed and more community volunteers will be sought to expand the host pool.

#### **4C Logistics**

There were many comments about the accommodations and the local transportation.

##### Local Transportation

Transportation was a major issue/complaint for the participants. Because Bowling Green is a small town, it does not have extensive public transportation and the taxi services are neither dependable nor timely. Participants repeatedly expressed their feelings of isolation as a result of the lack of transportation.

As stated in the Compact, all transportation related to program activities is provided. This includes regularly scheduled food shopping trips and trips to the mall. In addition, there was a weekly program-provided shuttle to Nashville for the purchase of Halal meat. There are also group outings and activities for which all transportation is included. Each participant is assigned a host for non-project related activities and these hosts, who act as cultural ambassadors, provide additional transportation to individuals and small groups. All trainers and staff try to accommodate individual requests for gift shopping and other non-program related activities. On the occasion where there is no one available for transportation for a non-project related event, a local taxi service can be arranged. Taxi service to anywhere in Bowling Green is about \$8. With several people usually sharing the cab, the cost for the individual can be as little as \$2. While there is no traditional public transportation available, a bus service exists and was made known to the participants. We had no indication that any of them availed themselves of this option.

During the internship phase of the program, all of the participants have been given a \$40 per day transportation allowance in addition to their \$35 per diem.

##### Accommodations

Our decision to use the HomeTowne Suites goes back to the first WKU trainings. Options in Bowling Green, a very small city (population: 50,000), are limited, especially if you want rooms with full kitchens, an option that has been welcomed by all of our participants, including most of the Egyptians. It is the only hotel with rooms that have a full kitchen and makes it possible for the participants to get even more out of the per diem. The hotel is clean and well maintained. It is located near the highway along with most of the hotels of equal or lesser quality. There are restaurants and coffee shops within five minutes walk of the hotel. Several other restaurants are within a 10 to 15 minute walk. The hotel is routinely booked to capacity as it is used to house executives on long-term stays, visiting their industrial holdings in the area. There is no hotel within walking distance of the campus.

## Per Diem

There were some complaints from the participants on the amount of the per diem they received. The WKU program bases its per diem rate on the United States Government per diem rate established for the Bowling Green region of Kentucky. All staff visiting Bowling Green during the project period receive the same per diem.

## Analysis

Although the program met all its obligations for providing program activities, the program is exploring options to better assist with non-program travel in Bowling Green. Options include hiring a driver who would be available for various drop-offs and pick-ups in the evenings, or to negotiate with local taxi companies for a preferred rate. For future trainings the local transportation responsibilities of the program needs to be more clearly stated and understood by the participants.

The transportation issue primarily centered on travel to and from shopping malls and department stores, shopping is not a responsibility of the program and it is not unreasonable to suggest that transportation beyond the weekly planned shopping events would be at their expense via taxis.

Accommodations met the needs of the long-term stay. The kitchen facilitated the spending on less money on meals. The hotel staff was very helpful in accommodating requested services.

## **5. Egyptian Print Internships – Session #1**

After three weeks at WKU, each participant traveled to a city in the region to intern at a local paper. The newspapers were selected on the basis of their interest and ability to support the program's objectives through an internship. The main objective being that the participant would have the opportunity to write for the paper. The publication of the stories however was left entirely to the paper's editor. The participants traveled in pairs except for one paper, which agreed to host three interns (Columbus, Ohio). The participants were driven to their destinations by program staff and hosts.

## Activities

The newspapers, contacts and location were: Huntsville Times Curtis Coghlin  
Huntsville, Alabama Louisville Courier Journal Pam Platt Louisville, Kentucky The  
Repository Rick Senften Canton, OH

Cincinnati Post	Mark Neikirk	Cincinnati, Ohio
Birmingham Post	John Staed	Birmingham, Alabama
Columbus Dispatch	Alan Miller	Columbus, Ohio
Evansville Courier & Press	Jim Beck	Evansville, Indiana

These are all mid-sized US cities with newspapers circulation ranging from 49,000 to over 240,000.

Each newspaper had scheduled events for the participants. The overall experience varied for each participant and was based in large part on individual initiative. Some participants took the initiative to do more and to explore their particular city and even travel to surrounding cities. This approach enriched the overall internship experience. Some participants expected a more predetermined schedule – which is often impossible with journalism. A sample of activities included: 1) visiting local government offices and some were given keys to the city; 2) shadowed reporters; and 3) attended daily news meetings. Opportunities for cultural exchange included (1) Thanksgiving and (2) the Islamic celebration of Eid El Fitr at the end of Ramadan.

### Analysis

These issues will be addressed in the next session.

- Communicate with the newspapers the program's expectations of the internship
- Consider timing of internship is important – need to avoid holidays
- Inform/prepare the participants as to what they can expect at the particular paper
- Arrange contact between the paper and the participant prior to the internship
- Visit the various cities prior to internship in order to provide first hand information on accommodations and other local amenities.

Both the participant and newspaper editor evaluations focused on similar issues, which will be addressed in the next session. The primary concern was that internship editors knew little about the participants prior to arrival at the internship. In order to correct this, Editors from the internship papers will be asked to participate in a round table discussion dinner during the WKU sessions in order to meet the participants and to begin preparing them for the internship. With the first group the program was at a disadvantage in that the final visa selection occurred only a few days prior to departure for the U.S. leaving little time for early introductions.

The WKU training schedule will also focus more on preparing the participants for the internships by working on improving their English writing skills, working to improve their understanding on how a US newspaper operates, increasing familiarity with the city and the newspaper staff, and by increasing the newspaper editors comfort with the Egyptian journalists abilities and interests.

### **6. Egyptian Print Training of Trainers – Session #1**

After the internships, the participants returned to WKU for a final week of Training of Trainers sessions. Here participants were given the tools to be trainers in their respective newsrooms or through programs that serve to build media capacity in Egypt. Graduates of the WKU program will play a significant role in the follow-on training phase of the program.

### Activities

During the final week, the journalists participated in a session on how to train their peers and coworkers in Egypt. WKU School of Journalism and Broadcasting professor, Jackie Bretz, led the group through a step-by-step process on how to create a series of short courses and workshops. The week culminated in the creation of a handbook that the Internews-WKU graduates can use to share what they have learned in the US.

### Analysis

The handbook is best considered a work in progress and will be revised based on the remaining sessions and the follow-on training to produce the final handbook. The graduates will face the challenging task of conducting effective training in Egypt. They acknowledged that it may be difficult to incorporate some of the training techniques because there will be resistance from experienced journalist in their workplaces. Despite these challenges, the Training of Trainers session worked on exercises to help deal with some of the obstacles in conducting trainings for journalists that are more reticent to receive training.

Sample participant reactions to the training-of-trainers part of the program:

“That it is a totally new line of programs and we need more like them in my country.”

“This workshop could make a better future.”

“I learned how to be a better editor through coaching people”

“Open your minds to benefit”

“For the first time I got a training of how to train”

The training-of-trainers will be incorporated more from the start of the journalism training. This will enable them to focus on how to teach the lessons learned while it is still fresh.

## **7. Egyptian Print – Trip to Washington DC –Session #1**

Internews negotiated a visit funded by the Department of State for the group to Washington, D.C. The group left Bowling Green on 12/14 and returned on 12/17.

### Activities

The group met with the Acting Director of the White House Office of Global Communications and discussed upcoming U.S. communication initiatives for the Middle East. The group also spent a day at the State Department attending the daily press briefing, and meeting with State Department officials, including Assistant Secretary of State for the Middle East, Bill Burns. Engaged in a question and answer session, with the assistant secretary where he stayed much longer than he had scheduled for this meeting. The group also met with the assistant foreign desk editor of the Washington Post.

## **8. Egypt Print – Session #2**

Peter Laufer, lead trainer, traveled to Cairo from 12/2 to 12/21 to complete the selection of the second round and to debrief the Sessions #1 participants.

### Activities

Laufer and ARPI confirmed that 13 from first selection process will participate in the next training session, to be held in the spring of 2004. The balance of the Session #2 participants will be filled after interviews in late January. The goal is to have 25 candidates to begin the visa application process and the pre-departure training.

On Sunday, December 21, Laufer met the 15 returning participants from Bowling Green for a final debriefing. In this final meeting, a USAID representative interfered with the process to the point that the session ended with little constructive feedback.

## **9. Curriculum Development**

Western Kentucky University will work with Egyptian universities to develop a new journalism curriculum. Drawing from the resources of Western's School of Journalism and Broadcast, the effort will create an accredited program for Egyptian journalism students. The Curriculum Developer will conduct an assessment early in 2003 and travel with a group of WKU trainers for the follow-on training.

### Activities

In August Jerry Barnaby met with faculty at Cairo University, Misr International University, and American University. All agreed to work together on the curriculum development program. In September, Barnaby sent a draft agreement, which was reviewed and responded to by the contact group. Due to demands from Session #1, work was delayed on this activity, however, Dr. Pam Johnson, director of the journalism program has agreed to lead this effort and is expected to travel to Cairo this spring.

### Analysis

In addition to Dr. Johnson, the WKU team needs to be identified. A schedule needs to be developed with the Egyptian counterparts to complete the agreement and begin work. Implementation of the new curriculum is anticipated in the fall of 2005..

## **10. DELIVERABLES**

### **EXHIBIT 1**

#### **Group A**

Appendix A-1, Interview roster from selection process  
Appendix A-2, Selection Committee questionnaire  
Appendix A-3, Session 1 list of participants

## **EXHIBIT 2**

### **Pre-Departure Training**

Appendix A-4, Pre-Departure training schedule

## **EXHIBIT 3**

### **Session #1 - Training**

Appendix A-5, WKU training schedule

Appendix A-6, Participant training evaluations (compilation)

Appendix A-7, *Pharaoh Times*, on-line news paper

## **EXHIBIT 4**

### **Session #1 - Internship**

Appendix A-8, Published internship article

Appendix A-9, Internship evaluations (compilation)

## **EXHIBIT 5**

### **Training of Trainers**

Appendix A-10, Training of Trainers Handbook (from web)

## **EXHIBIT 6**

### **Project Web Site**

All program activities are documented on the program web site. Each day of the training is presented with pictures and narrative about the day's activities. Other resources include a bibliography, notes from discussions, and the work of the participants. The major component is the published web newspapers from the final week of the training. This serves to keep all those involved with the project connected and provide a window for all to see the program in action.

[www.wkyu.org](http://www.wkyu.org)

## **EXHIBIT 7 Curriculum Development**

Appendix A-11, WKU draft curriculum agreement

**EXHIBIT 8 Media Provided on CD**

Outlook with Barbara Deeb Ashraf Nagy as Minister of Information Ashraf Nagy and Tareq Aglan on WHAS-TV in Louisville, KY Training Handbook

**EXHIBIT 9 Other Information available on the project web site**

News releases concerning the program during reporting period #####

**Appendix A-1 Interview roster from selection process**

Group A Interview Roster 9/03

**EGYPTIAN PARTICIPANTS - INTERVIEW SET**

GRP	#		NAME	INT	Gender		Area	Work Place
				Date	F	M		
	0	0						
A	3	1	Abeer Saadi Hassan Mohamed	9/3	1		Foreign News Desk	Al Akbar
B	2	2	Sherin Sami Abdel Razek	9/3	1		Economy	Al Ahram
D	13	3	Youssra Eisa El Sharkawi	9/4	1		Foreign News Desk	Al Ahram newspaper
C	13	4	Noha Mostafa Hassan Mahmoud	9/4	1		Foreign News Desk	Alam Al Youm Financial
A	8	5	Amani Fikri Hassan	9/3	1		Foreign	Al Wahd
C	3	6	Maisa Ramadan Abdalla	9/4	1		Foreign News Desk	Al Ahram Al Youm
D	1	7	Rania Saad Khalaf	9/4	1		home news	Al Ahram
B	3	8	Ghada Mahmoud Madbouli El Sayed	9/3	1		financial	Al Alamal Youm
B	5	9	Hanan Fahmi El said El Sayed	9/3	1		Foreign News Desk	Al Wafd
C	6	10	Mary Fikri Makkar Makri Bishai	9/4	1		Diplomatic Editor	Watami
D	3	11	Sahar Mohamed Affi	9/4	1		Feature	Al Ahram weekly
A	2	12	Abeer Mahmoud Beshr	9/3	1		lay out design	Hawaa
C	8	13	Soha Abdel Wahed Abdel Kader	9/4	1		Investigations	Al Ahram newspaper
C	5	14	Manal Mohamen Agrama	9/4	1		Tourism/Environment	Radio, TV, magazine
A	10	15	Ashraf Adel Tawfik Nagi	9/3	-	1	News Editing/Translating	The Egyptian Gazette
D	9	16	Tarek Abdel Samad Ahmed Aglan	9/4	-	1	crime	El Gomhoria
A	1	17	Abdel Hadi Ahmed Taleb	9/3	-	1	Foreign Desk	Al Akbar
B	9	18	Inas Saber Abdel Wahab Eid Saber	9/3	1		Foreign News Desk	Al Ahram newspaper
C	7	19	Mervat Fahd Shakif Tawadros	9/4	1		Foreign News Desk	Al Ahram newspaper
D	2	20	Reem Ed Sayed Azmi	9/4	1		Foreign News Desk	Al Ahram/Al Aribi magazine
B	4	21	Gilan Sami Omran El Gamal	9/3	1		Foreign News Desk	Al Ahram newspaper
C	2	22	Mai Atta Abdel Hamid	9/4	1		Interior/Political/Econ	Ahram Hebolo
B	12	23	Maged Grigis Fayes Morgan	9/3	-	1	Political	El Gomhoria
C	9	24	Mohamed Ahmed Mahmoud Taha Hassan	9/4	-	1	foreign, science	El Gomhoria
B	6	25	Hassan Mohamed Anwar Hassan	9/3	-	1	Editor	Middle East News Agency
C	4	26	Malek Mohame Anwi	9/4	-	1	Foreign News Desk	Alsiyassa/ Al-Dawbja/ Al-Ahra
D	4	27	Samir Mohamed Mahmoud Ahmed	9/4	-	1	lay out editor	Al Ahram
C	12	28	Mohamed Sadek Ahmed Abdel Latif	9/4	-	1	foreign desk editor	El Gomhoria
B	1	29	Emad El Sayed Omar Ibrahim	9/3	-	1	Foreign Desk	Al Akbar
C	7	30	Gamal Mohamed Abdel Wahed	9/4	-	1	Politics report/edit	Al Ahram

C	8	31	Mohamed Ahmed Fouad Ibrahim Hammad	9/4	-	1	foreign desk	Al Ahram
A	5	32	Ahmed Mostafa El Omla	9/3	-	1	Foreign Desk	Al Ahram
B	14	33	Mahmoud Abdalla Abdel Kader El Essawi	9/3	-	1	Political/Environment	Al Ahram
A	4	34	Ahmed Gaber Abdel hafiz Hassan	9/3	-	1	Translation/Publishing	Al Ahram
D	5	35	Sherif Abdin Abdel Rahim	9/4	-	1	foreign editro	Al Ahram
A	12	36	Ashraf Shehab El Din Mohamen Mahmoud	9/3	-	1	IT and Web	Al Ahali
D	10	37	Tarek Adel Ahmed El Sheik	9/4	-	1	Foreign News Desk	Al Ahram
D	6	38	Sherif Albert Hanna	9/4	-	1	Foreign Desk	Al Ahram
A	9	39	Amr Hussein Abdel Ghani	9/3	-	1	??	Teen Stuff Mag
A	6	40	Ahmed Sami Hussien Metawali	9/3	-	1	Political	Al Ahram newspaper
A	13	4	Ayamn Gomaa Ahmed Ahmed	9/3	-	1	Foreign News Desk	Al Akbar
B	13	4	Maged Mohamed Mounir	9/3	-	1	Foreign Affairs	Al Ahram/ Al-Massa
A	11	4	Ashraf Amin Mohamed Amin	9/3	-	1	Science and Tech	Al Ahram
B	10	4	Khaled Twahid El Sayed	9/3	-	1	sports editor	al Riyadi
D	12	4	Wael Mohamed Salah El Din El Laithi	9/4	-	1	Foreign News Desk	Al Ahram

*International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004  
Group A Interview Roster 9/03*

C	10	46	Mohamed Fikri Mohamed Hussein	9/4	-	1	editor/traslator	Al Ahram
D	11	47	Wael Ahmed Zaki El Mallah	9/4	-	1		Al Ahram
D	14	48	Zein El Adidin Khairi Ahmed Shalabi	9/4	-	1	arts, cultural	Al Aham
B	8	49	Ibrahim Mohamed Ibrahim Farghali	9/3	-	1	Cultural	Al Ahram newspaper
C	11	50	Mohamed Rashed Mohamed Allam	9/4	-	1	Political	Al Akbar
C	1	51	Mahmoud Hamed El Sherif	9/4	-	1	Editor	Al Ahram
A	7	52	Akram Alfi Mikhail Salama	9/3	-	1	Foreign News Desk	Al Ahram newspaper
B	11	53	Khaled Ahmed Ahmed Barakat	9/3	-	1	editor	Alshabak magazine
B	7	54	Haytham Sami Khashaba	9/3	-	1	cultural editor french	French daily

54

19 35

For consideration if group A comes up short.

Maintain 50% female

**AVG YEARS Expir** 9  
**AVG AGE**  
**AGE BIRTH YEAR**

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

## Appendix A-2 Selection Committee questionnaire

# WKU-Internews Candidate Interview

## SCORE SHEET

**TOTAL / 20**

**Name :**

**Gender:**

**Years of experience:**

**1-Language**

[1 2 3 4 5] 2-

**Understanding of Journalism**

\*How they approach a given story

\*How do they see their role as journalists

[1 2 3 4 5] 3-

**Expectation of the Training program**

[1 2 3 4 5] 4-Why do

**you think you should join the first session group**

[1 2 3 4 5] Review

**Date: Reviewer Signature:**

Appendix A-3 Session 1 list of participants

WKU-Internews Egyptian Print Session 1

**EGYPTIAN PARTICIPANTS - SESSION #1**

	NAME	Gender		Area	Work Place	Years	Age	M	Paper	V
		F	M							
1	Abeer Mahmoud Beshr	1		lay out design	Hawaa	14	36	1	1	1
1	Abeer Saadi Hassan Mohamed	1		Foreign News Desk	Al Akbar	11	28	1	1	1
2	Amani Fikri Hassan	1		Foreign	Al Wahd	8	31	1	1	1
3	Ashraf Adel Tawfik Nagi		1	News Editing/Translating	The Egyptian Gazette	3	26	1	1	1
4	Ghada Mahmoud Madbouli El Sayed	1		financial	Al Alamal Youm	12	36	1	1	1
5	Hanan Fahmi El said El Sayed	1		Foreign News Desk	Al Wafd	20	40	1	1	1
6	Maisa Ramadan Abdalla	1		Foreign News Desk	Al Ahram Al Youm	11	24	1		1
7	Manal Mohamen Agrama	1		Tourism/Environment	Radio, TV, magazine	16	42	1	1	1
8	Mary Fikri Makkar Makri Bishai	1		Diplomatic Editor	Watami	15	39	0	1	1
9	Noha Mostafa Hassan Mahmoud	1		Foreign News Desk	Alam Al Youm Financial	9	32	1	1	1
10	Rania Saad Khalaf	1		home news	Al Ahram	12	36	1		1
11	Sherin Sami Abdel Razek	1		Economy	Al Ahram	10	32	1		1
12	Soha Abdel Wahed Abdel Kader	1		Investigations	Al Ahram newspaper	8	25	1		1
13	Tarek Abdel Samad Ahmed Aglan		1	Crime	El Gomhoria	2	24	1	1	1
14	Youssra Eisa El Sharkawi	1		Foreign News Desk	Al Ahram newspaper	2	24	1		1

Female 13

AVG YEARS EXP 10.2

Male 2

AVG AGE 32

87% 13%

MUSLIM 14

NON AL-AHRAM 10

TOTAL 15

*International Journalism and Media Management Training  
Program Semi-Annual January 15, 2004*

Appendix A-4 Pre-Departure training schedule

Al Ahram Regional USAID INTERNEWS Western Kentucky Press Institute  
University

## *Egyptian Print Journalism Training Session*

### *Pre- Departure Orientation Session*

**Project Counselors:** Dr. Osama Al Ghazali Mr. Osama Sarraya Dr. Huwaida Mostafa

**ARPI Coordinator :**

Dr. Hamdy Hassan Tel: 0122274052 5786299 E-Mail :  
Elenen53@yahoo.com

• All Participants must attend the orientation session that will be held  
tw September

- The duration of orientation session is 9 days
- All training sessions will be given at ARPI headquarter
- The final evaluation for the participants will be based on their performance during the orientation session.

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004 A-4*

**Day 1 Thursday 18/9**

11:00 – 11:30

***Program Briefing***

Mr. Osama Saraya Dr. Howayda Mustafa Nahed

11:30 – 12:00

**Coffee Break**

12:00 – 02:00

***Media Laws in Egypt***

**Dr. Gaafer Abdel Salam**

Professor of Law

**Dr. Shawky El –Sayed**

Member of Press Higher Council

02.00 – 3.00

**Lunch**

03:00– 5:00

**Press & Media Industry in the USA Mr .**

**Philip A. Frayne**

Press Attaché / Embassy of the USA

**Day 2 Saturday 20/9**

10:30 –12:00

***The Role of the press in the society : A comparative perspective***

**Mr. Sayed Yassin**

Sociologist and former director of Al Ahram center for political and strategic center

**Dr. Osama Al Gazzali**

Editor in chief of Al - syiasa Al Dawlia

12.00:12:30

**Coffee Break**

12:30 :2:30

*American Newspapers in Practice A Questionnaire has been distributed to explore the needs and skills to be developed during the sessions in the US. A quick analysis will be sent to Jerry*

**Dr. Hamdy Hassan**

02:30 – 04:00

**Lunch**

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

**Day 3 Thursday 25/9**

10:00 –12:00

*Glossary for Media study*

**Dr. Hamdy Hassan**

12.00:12:30

**Coffee Break**

12:30 :2:30

*Journalism Management : Public Vs commercial Perspectives*

**Kamal Abdel-Raouf**

Akhbar Al-youm Columnist

**Emad eddin Adeeb**

Editor in chief of Al Alam Al-Youm

02:30 – 04:00

**Lunch**

**Day 4 Saturday 27/9**

10:00 –12:00

***Media Ethics: A Comparative outlook***

**Dr. Gehan Rachty**

Former Dean of the Faculty of Mass Communication – Cairo University

**Dr.Hassan Emad**

Acting Dean of International Academy of Media studies

Dr. Gehan Rachty was very useful and interesting they were all pleased from the information she gave, the lecture was in English. She actually talked about the following:

1-merging the small newspapers with the large ones 2-about syndicates 3-restrictions 4-supplemental sources of information 5-control mechanism 6-ethics 7-about the media in the states

12:00:12:30

**Coffee Break**

12:30 :2:30

***Print Media Design & Layout ( Art & Technology )***

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

**Mr. Maher el Dahaby**

**Dr. Ashraf Saleh**

Head of Journalism department, Cairo University

**Dr. Mahmoud Khalil**

Professor of Journalism Technology Cairo University

Mr. Maher Al Dahaby and Mohamed Haboosha

they the participants were not happy but they talked about 1-pics in the newspapers no cameramen 2-importance of layouts and art design 3-renewing old newspapers 4-colors in newspaper (how, when, why) 5-how journalists are chosen to be editors (on what bases) 6-they mentioned that they will come here to be trained 7-ways of communication between editors and the art designers.

02:30 – 04:00

**Lunch**

**Day 5 Thursday 2/10**

10:00 –12:00

***Editing in The Egyptian Press***

**Dr. Farouk Abu Zeid**

Former Dean of Faculty of Mass Communication , Cairo University

**Dr. Laila Abdulmageed**

12.00:12:30

**Coffee Break**

12:30 :2:30

***Media Economy***

**Dr. Samy Abdel Aziz**

Head of PR department, Cairo University

**Dr. Laila Abdulmagid**

Professor of Journalism , Cairo University

02:30 – 04:00

**Lunch**

**Day 6 Saturday 4/10**

10:00 –12:00

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

***Glossary for Media study***

**Dr. Hamdy Hassan**

12.00:12:30

**Coffee Break**

12:30 :2:30

***On line Journalism : The emergence of new media in Egypt***

**Dr. Hussein Amin**

Head of Mass Communication Department , American university in Cairo.

**Dr. Mahmoud Alameddin**

Professor of Journalism

02:30 – 04:00

**Lunch**

**Day 7 Wednesday 8/10**

10:00 –12:00

***Journalism and Human Rights Issues Salah Eddin Hafez Secretary General of Arab Journalists Union Bahy Eddin Hassan Human Rights activist***

12:00:12:30 Coffee Break

12:30 :2:30

***Media discourse & Human Rights A Panel of prominent Figures Sr. Salim Alawwa Ibrahim al ashry Dr. Zeinab Radwan***

02:30 – 04:00 Lunch

**Day 8 Thursday 9/10**

10:00 –12:00

***HTML***

Mr. Omar Sami

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

12:00:12:30 Coffee Break

12:30 :2:30

***HTML***

Mr. Omar Sami

02:30 – 04:00 Lunch

**Day 9 Saturday 11/10**

10:00 –12:00

***HTML***

Mr. Omar Sami

12.00:12:30

**Coffee Break**

12:30 :2:30

***HTML***

Mr. Omar Sami

02:30 – 04:00

**Lunch**

**Day 10 Thursday 16/10**

10:00 –12:00

***American / Egyptian Newspapers : Similarities and differences ( panel )***

**Dr. Mustafa Al Feqy**

Head of Arab Affairs Committee in the Egyptian Parliament.

**Dr. Abdelmoneim Saied**

Director of Al Ahram Center for Political and Strategic Center

12.00:12:30

**Coffee Break**

12:30 :2:30

**Open discussion ( Day to Day operations - Structure of the newspapers,  
Marketing approach in Journalism )**

**Osama Sarraya**

Editor in Chief of Al Ahram Al Araby Magazine.

**Abbas Al Trabily**

Editor In chief of Al Wafd Daily Newspaper

**Mrs. Eqbal Baraka**

Editor in Chief of Hawa'a magazine

02:30 *International Journalism and Media Management Training Program Semi-Annual January 15, 2004 A-4* – 04:00

**Lunch**

04:00 – 05:00

*Full information about WKU Program and curriculum*  
Nahed

Appendix A-5

WKU training schedule

Egyptian Print Journalist Training Session #1 - Fall 2003

**September 10 – October 20, 2003**

Pre-departure Orientation. Cairo. ARPI. Nine Sessions.

**Wednesday, October 22**

All Participants meet at IIE for final briefing.

**01:30 – 03:30 Trainer Orientation.**

Project staff meets with trainers. Provide participants information. MMTH Auditorium

**Thursday, October 23**

**09:00 – 11:00 Trainer Orientation.**

Project staff meets with trainers. Provide participants information.  
MMTH Auditorium

**01:30 – 03:30**

**Host Orientation.**

Project staff meets with Hosts. Provide participants information.  
MMTH 277

**Friday, October 24**

Participants depart Egypt for United States.

CAIRO - FRANKFURT	UA 9025	0:55	5:15
FRANKFURT - CHICAGO	UA 945	8:30	10:40
CHICAGO - NASHVILLE	UA 7402	14:45	16:15

**04:00** Participants arrive in Nashville. Transportation to Bowling Green, Kentucky.  
(Depart 2 pm)

**Saturday, October 25**

**08:30 – 09:00** Transport to WKU.

**09:00 – 10:00**

**Project Business** Collect all forms.

**10:00 –**        **Tour Western Kentucky University School of Journalism and Broadcasting**  
**11:00**        **Facilities**  
**11:00 –**        **Welcome Reception** Meet Trainers, WKU Administration and friends of the program.  
**12:00**        All invited. Light Refreshments. MMTH Auditorium

**12:00–**  
**02:00**        **Host Session #1**

**Sunday, October 26 - RAMADAN STARTS AT SUNRISE - DAYLIGHT SAVINGS TIME ENDS**

**09:30 – 10:00** Transport to WKU.

**10:00 – 12:00 Orientation**

Review Compact, session schedule, trainers and host program. Discuss Internship plans.

George Papagiannis, Jerry Barnaby, Peter Laufer.  
MMTH 277

**12:00 – 04:00 Trip to Nashville for Food Stuff – TO BE DETERMINED**  
Egyptian Print Journalist Training Session #1 - Fall 2003

**Monday, October 27**

\* Hotel pick up is 8 am each morning unless otherwise noted.

\*\* All training in MMTH 277 unless otherwise noted.

**09:00 -12:00**

**01:30 – 04:00**

**Session 1: The Role of Journalist in a Democracy**

The obligation a newspaper has in the community. General history of press in developed and developing world, including main professional challenges and how these problems have been addressed in diverse countries. A free press and the journalism profession.

Peter Laufer, Paula Quinn, JoAnn Albers

**Session 2: Ethics, Fairness, Balance, and Objectivity**

The basic rules of journalism: ethics, fairness, balance, objectivity, accuracy, verification of facts, proper attribution of sources, and management newsroom procedures. A free press and the journalism profession. Exercise: Present an ethical dilemma for

group analysis and discussion.  
Peter Laufer

## **Tuesday, October 28**

### **09:00 -12:00 Session 3: The Power of Media**

Compare newspapers, radio, and television, magazines, public relations, and advertising. Difference, strengths and weaknesses. A free press and the government. Freedom and responsibility. Pressure groups & the press. Open discussion about Egyptian press conditions in which all are invited to describe the professional challenges they face. Peter Laufer, John Barnum

**01:30 –  
04:00**

### **Session 4: Define News and News Value**

Defining news and differentiating news from other genres. Beyond the surface. The impact of the news. Dealing with the reporter opinions and feelings. News analysis & interpretations formats and technique. Negative/positive news stories. Peter Laufer, Paula Quinn

**06:00 –  
07:30**

**Wal-Mart Shopping Trip**

## **Wednesday, October 29**

**09:00 - 12:00**

**01:30 – 04:00**

**06:30 – 10:00**

### **Session 5: Elements of a Newspaper**

Photographs and graphics to enhance a story. Designing and preparing materials. Current affairs, Foreign affairs, Environment, Economic and Business Reporting, Courts & Government. Comparing Egyptian newspapers to American. Peter Laufer, JoAnn Albers, *Pam Johnson*

### **Session 6: Newspaper Editing**

Basic instruction in copyediting and headline writing . Use of picture and graphics. Cut line writing. Traditional vs. On-Line media. Peter Laufer, JoAnn Albers, *SJB Faculty*

**Movie With Cheryl Kirby-Stokes... actual time TBD**

**Thursday, October 30**

**08:30 -4:00 Session 7: Basic and Advanced Reporting**

Reporting and writing. Style, story structure, the interview, speeches and meetings. News coverage of the government. Research and computer-assisted reporting. In-class writing

*Appendix 5 International Journalism and Media Management*  
*Training Program Semi-Annual January 15, 2004*  
Egyptian Print Journalist Training Session #1 - Fall 2003

exercises. Types of coverage: Investigative Reporting, Precision Journalism, advocacy, adversarial, objectivity, Group Journalism, Press Campaigns, Letters to the editor, News and Propaganda, News and reality Peter Laufer, Paula Quinn, JoAnn Albers (pm) , Joe Corcoran (pm), *Jim Highland*

**04:00– 06:00      Host Session #2**

**Friday, October 31 - HALLOWEEN**

**08:30 -12:00      Session 8: Photography** The processes and aesthetic values editorial photography, including content and composition. Writing captions. In-class exercises. Peter Laufer, James Kenney, Tim Broekema

**11:30 –  
01:00      Visit Islamic Center**

**01:00 –  
02:30      Catch up on Lessons and Issues**

**Halloween Events**

**Saturday, November 1 - WKU HOMECOMING**

**08:30 –  
11:00      Session 9: Write the News Story. Part 1**

Hands on application of lessons learned.  
Peter Laufer, Paula Quinn, Joe Corcoran.

**11:00 –  
12:00      Football Preview**

**03:30 -???**  
**WKU Homecoming Football Game  
(TBD)**

**05:00 –  
10:00      Picnic at Terry Reagan's Farm**

**Sunday, November 2**

**08:30 -03:30      Session 10: Write the News Story. Part 2**

Hands on application of lessons learned. Peter Laufer, Paula Quinn, Joe Corcoran.

**06:00 – 07:30 Wal-Mart Shopping Trip**

**Monday, November 3**

**08:30 -12:00 Session 11: Editorial and Feature Writing**

Differences. Build a story, piece by piece. News story and feature. Each participant writes news story from a set of topics and presents to group. In-class writing exercises. Peter Laufer, Paula Quinn

**01:00 – 01:30 Training the Trainers Presentation**

Jackie Bretz

**06:00 – 09:00 WKU- British Debate**

**Tuesday, November 4 Election Day**

**08:30 - 12:00 Session 12: Feature Writing Continued. \* Host Session #3 – Visit**

**area Polling Station** \* sometime during the day \*

Egyptian Print Journalist Training Session #1 - Fall 2003

**05:30 – 09:00 Visit Polling Stations with Journalism Students calling in results ...**

**TBD**

Jim Highland's class

**Wednesday, November 5**

**09:30 – 11:30 Session 13: Feature Writing Continued.**

Peter Laufer

**11:30 – 01:00 Assign Week #2 Projects: Publish Web Newspaper in Three Groups.**

Form teams and assign positions. These teams will produce a multi-page web newspaper. Each

team creates a look and makes assignments.

Peter Laufer, Jerry Barnaby

**02:00 – 03:30 Visit area Newspaper**

Bowling Green Daily News. Mike Alexieff, Editor – 781-1700

**04:30 – 06:00 Dinner at Mexican Restaurant**

**06:30 – 08:30 Tour of Bowling Green Police Station – 393-4244**

Captain. Mark Johnson - BG Special Operations. Downtown Bowling Green.

**Thursday, November 6**

**DAY OFF. NO TRAINING SESSIONS  
SCHEDULED.**

**07:30 – 09:00 Wal-Mart Shopping Trip**

**Friday, November 7**

**08:30 – 10:00 Session 14: Convergence of Print and the Web**

New changes in media environment.

Peter Laufer, John Barnum, *Chad Stevens*

**12:00 – 01:00 Visit Islamic Center**

**01:00 -02:00 Group Projects – Technical Review**

Designees from each project meet with Jerry and Shannon about the technical side of the projects. Including posting pages to web and basic FrontPage and PhotoShop

**10:00 -04:00 Group Projects – Day 1**

Teams work on web newspaper. Trainers review stories, layout. Peter Laufer, Paula Quinn, JoAnn Albers, Wilma King-Jones

*All SJB Faculty and Public Broadcasting staff welcome through the day*

**Saturday, November 8**

**08:30 -12:00 Session 15: Specialty Reporting**

Business reporting.

Peter Laufer, Cameron Lebedinsky

**12:00 – 03:00 Group Projects – Day 2**

Teams work on web newspaper. Trainers review stories, layout.

Peter Laufer, Paula Quinn, Wilma King-Jones, *Others welcome*

**03:30 Social Event – Cheryl Kirby Stokes' home. Woodbury, Kentucky.  
Van leaves MMTH at 3:30 pm.**

**Sunday, November 9**

Egyptian Print Journalist Training Session #1 - Fall 2003

**11:00 -01:00 Session 16: Layout and Design** Use of design elements for print and web. Layout and typography for preparing newspaper and advertising. Issues from Pre-Departure Training: 1. photos in the newspapers with no photographer 2. importance of layouts and art design 3. renewing old newspapers 4. colors in newspaper (how , when, why) 5. ways of communication between editors and the art designers. Peter Laufer Wilma King-Jones

**01:00 – 02:00 Session 17: Preparing for Internships** Information about internship newspaper and location will be provided. Assess assignments. Jerry Barnaby, Peter Laufer

**02:00 -04:30**

**Group Projects – Day 3** Teams work on web newspaper. Trainers review stories, layout. \* Final projects are due Monday @ 10 am Peter Laufer, JoAnn Albers  
*All SJB Faculty and Public Broadcasting staff welcome through the day*

*There won't be time to return to Hometown Suites for Dinner, so a nearby restaurant will be option.*

**05:30 -08:30 Session 18: Dealing with Interviews and Press Conferences**  
How people prepare to meet with media and hold press conferences. In-class exercises. Peter Laufer, John Barnum, Barbara Deeb

### **Monday, November 10**

**.10:00**

**.10:00 – 02:30**

**02:30 – 03:30**

**04:00– 06:30**

**Group Projects Published On-Line by 10 am.**

#### **Session 19: Review Group Projects**

Present projects and discuss with group. (Need projector) Peter Laufer, Pam Johnson, JoAnn Albers,  
*Harry Allen All SJB Faculty and Public Broadcasting staff welcome*

#### **Session 20: Planning for Week Three**

Participants produce web newspaper. Assign positions for each day rotating through all positions. Peter Laufer, Jerry Barnaby

**Host Session #4.**

**Tuesday, November 11**

**OPEN DAY.**

**06:00 – 07:30 Wal-Mart Shopping Trip**

**Wednesday, November 12**

**08:30 - 04:00 Project - Day 1** Entire staff works on project. Peter Laufer, JoAnn Albers (pm), Joe Corcoran (pm)

**Review Internship with two internship pairs (TBD).**

**02:00 Publish Newspaper to Web.**  
Egyptian Print Journalist Training Session #1 - Fall 2003

**02:30 Matt Brown, Journalist - Jackie Bretz**

**03:00 – 03:30** Make assignments for next day. Additional time for work on projects

**Thursday, November 13**

**08:30 - 04:00 Project - Day 2** Entire staff works on project.  
Peter Laufer, JoAnn Albers (pm), Joe Corcoran (pm)

**Review Internship with two internship pairs (TBD).**

**02:00 Publish Newspaper to Web.**

**02:00 – 02:30** Make assignments for next day. Additional time for work on projects

**02:30 – 04:30 Special Photo Session** James Kenney, Tim Broekema

**Friday, November 14**

**08:30 - 04:00**

**12:00 – 01:00**

**.02:00**

**.02:00 – 03:00**

**03:00 – 03:30**

**Project - Day 3**

Entire staff works on project.

Peter Laufer, JoAnn Albers, Joe Corcoran (pm)

**Review Internship with two internship pairs (TBD).**

**Visit Islamic Center Publish Newspaper to Web.**

**Debrief and review**

Make assignments for next day. Additional time for work on projects

**Saturday, November 15**

**11:00 – 03:00**

**03:00 - 04:00**

**Session 21: Wrap Up**

Review lesson learned. Complete Evaluations. Review Internship arrangements. Peter Laufer, Jerry Barnaby

Prep computers. Shannon and Jerry.

**Closing Reception**

Trainers, WKU Administration and friends of the program. All invited. MMTH Auditorium

Evening open for dinner with host and program staff.

**Sunday, November 16**

**Pack up and prepare to leave on**

**internships. Clear out of MMTH**

**277 - Jerry**

**02:00 Extra luggage will be picked up by Terry for storage in**

**Bowling Green 01:00– 03:00 Host Session #5.** Arrangements to be made by Hosts.

Egyptian Print Journalist Training Session #1 - Fall 2003

## Monday, November 17

### NEWSPAPER INTERNSHIPS

**08:30** Travel to Newspaper Internships. Each pair of journalists will be driven to internship city and check into hotel.

## Tuesday, November 18 – Friday, December 5

Three-week residencies at newspapers in mid-sized US cities. The group will be divided pairs. Egyptian journalists will participate in the day-to-day operations of U.S. regional newspapers, while American journalists will learn the professional approaches and perspectives of their Egyptian counterparts. During internship, project staff will make site visits to ensure that each participant is getting what they need. Per diem and transportation allowance will be provided.

### Dates of Note:

- Tuesday, November 18 – get acquainted with city and transportation
- .- Wednesday, November 19 – Report to Newspaper
- .- Tuesday, November 25 – Ramadan Ends at Sunset - EID EL FETER
- .- Thursday, November 27 – Thanksgiving (holiday weekend 27-28-29-30)
- .- Friday, December 5 – Last day at newspaper

Cincinnati Post	Mark Neikirk	Cincinnati, Ohio
Birmingham Post	Jim Willis & John Stayd	Birmingham, Alabama
Columbus Dispatch	Alan Miller	Columbus, Ohio
Evansville Courier & Press	Charlene Tolbert & Jim Beck	Evansville, Indiana
Huntsville Times	Melinda Gorhamm Gladys Oaks & Curtis Coghlin	Huntsville, Alabama
Louisville Courier Journal The Repository	Pam Platt Rick Senften	Louisville, Kentucky Canton, OH

## Saturday, December 6

**08:00** All journalists will be driven back to Bowling Green, Kentucky.

**03:00** Hometowne Suites Check In.

**06:00 – 08:00** Wal-Mart Shopping Trip

## Sunday, December 7

**12:00 - 02:00** Host Session #6.

## Monday, December 8

\* 8 am pick up until Saturday, 12/13.

**08:30 – 12:00 Review Internships**

Group discussion on accomplishment during internship and experience in an American city.

Complete evaluation of internships.

Jerry Barnaby and George Papagiannis.

**TRAINING OF TRAINERS SESSION BEGINS**

**01:00 – 04:00 Training the Trainers Session**

Egyptian Print Journalist Training Session #1 - Fall 2003

To expand the impact of the WKU training by enabling the Egyptian journalists to lead training sessions within their own organizations and work with other Egyptian print media outlets.

Jackie Bretz – WKU School of Journalism and Broadcasting

**03:15 – 03:45 Visit Senator Mitch McConnell (R-KY). Senior Senator of Kentucky.**

**Tuesday, December 9**

**09:00 – 04:00 Training the Trainers Session -Jackie will have the session rundown each day.**

**Wednesday, December 10**

**09:00 – 04:00 Training the Trainers Session**

**Thursday, December 11**

**09:00 – 04:00 Training the Trainers Session TBD Host Session #7.** Cheryl Kirby-

Stokes will host a pizza dinner.

**Friday, December 12**

**09:00 – 04:00 Training the Trainers Session TBD Dinner.** Pam Johnson will host

dinner her home.

**Saturday, December 13**

**09:00 – 12:00 Wrap up.**

TOT Evaluations.

**02:00 – 03:00 Graduation Ceremonies.**

MMTH Auditorium. All trainers and hosts and friends of program are

invited. Refreshments.

Special Guests:

Dr. Gary Ransdell - WKU President

Dr. Richard Kirchmeyer - Vice President of Information Technology

Dr. Pamela Johnson - Director, WKU School of Journalism and  
Broadcasting

**Sunday, December 14**

**Pack and prepare for trip to Washington DC**

**04:00 Depart for Nashville Airport**

**Monday, December 15**

**Washington DC – George will have final itinerary.**

**Tuesday, December 16**

**Washington DC**

**Wednesday, December 17**

**Washington DC**

**03:00 Depart for Nashville**

Egyptian Print Journalist Training Session #1 - Fall 2003

Check into airport hotel. Deliver luggage and prepare for trip home. Return all laptop computers and digital cameras.

**Tuesday, December 18**

Deliver luggage and prepare for trip home.

Return all laptop computers and digital cameras.

**03:00** Depart for Nashville Airport

NASHVILLE – CHICAGO	UA 5783	18:20	20:04
CHICAGO – FRANKFURT	UA 940	21:00	12:20 (December 19)

**Friday, December 19**

FRANKFURT – CAIRO	UA 9025	13:45	18:40
-------------------	---------	-------	-------

#####

## Appendix A-6 Participant training evaluations (compilation)



### INTERNATIONAL JOURNALISM AND MEDIA MANAGEMENT TRAINING PROGRAM

Program Evaluation by Participant Date: Oct. 24 – Nov. 15, 2003 Session: Egyptian Print Journalism  
Session #1 Location: Bowling Green, KY

Compilation

#### **1. Rate these training elements?**

Access to Trainers: 93% rated very/extremely useful Access to Hosts: 67% rated very/extremely useful Access to Program Staff: 86% rated very/extremely useful Access to the Internet: 86% rated very/extremely useful Access to Laptop Computer: 100% rated very/extremely useful; 73% rated extremely useful

#### **Participant Comments:**

- . • The access to all these elements was very high which helped me a lot to take the most benefit of this program.
- . • The staff in the program were also great Shannon [Internews coordinator], Marilyn [WKU coordinator] and Tiffany [program intern] were always there for us, whenever we ask for something they try to do it as best as possible and they had a real hard time as they had to deal with 15 peoples all at the same time.
- . • Access to the Internet was excellent during the sessions, but not that good at the hotel. The laptops where very good, functional and suffered no problem with them.
- . • The Internet facilities even in our rooms have helped a lot in meeting deadlines. As for the program staff, I really feel grateful for their help. Jerry, Marilyn and Shannon made our stay much easier and were exceptionally helpful.

#### **Program Notes:**

Each Participant was assigned a host. This person was available to provide each journalist with non-training access to the people, places and activities to enrich the experience.

Each Participant had use of a laptop computer for the classroom and in the hotel. On Campus, each person had free, broadband Internet access. We made arrangements with the hotel for each room to also have free, broadband access to the Internet.

#### **2. Rate the training material?**

- . • Sample of stories, news and features were very beneficial because learning on written articles is much better than just reading it. Website informed us step by step with what is going on.
- . • Some of the books like the AP Stylebook is very good and will be very helpful during the Internship.
- . • The web site was really a good idea as it helped me in keeping my newspaper back home informed with most of the new things I am learning here and made my family updated with all the fun I am having. Posting our newspaper, Pharaoh Times, over it is a good idea.

#### **Program Notes:**

Each of the participants was given the Associated Press Stylebook, an important resource, especially during the internships. They will also receive a journalism training guidebook published by the Poynter Institute, a world-renowned organization committed to excellence in journalism education and training. A bibliography of titles was also compiled and program staff was available to assist in locating new and used books. All this information is available the project's web site.

### **3. Rate these training activities:**

Discussions 80% rated very/extremely useful Practical exercises 86% rated very/extremely useful Writing Assignments 100% rated very/extremely useful; 40% rated extremely useful Group Projects 86% rated very/extremely useful Final Projects 93% rated very/extremely useful; 67% rated extremely useful; Hosting 86% rated very/extremely useful Interaction among participants 80% rated very/extremely useful

### **Participant Comments:**

- . • The Daily Newspaper visit helped in shedding a direct light on an American press experience. We need such field visits to learn more about how American press has addressed those problems of advertising, declining rate of readership. We need to know more about the studies newspapers used to improve their techniques and editing policy.
- . • Writing assignments were a good application for what I have learned, the more we write, the more we learn from our mistakes, hosting was a very good way that helped me in gathering my information of sources.
- . • Some of the special guest presentations were very good and we wanted to see more of them such as Jim Highland, Paula Quinn and Pam Johnson. We also liked the photojournalism sessions with James Kenney and Tim Broekema. Writing assignments were the most important thing we did in this training and we learned a lot from it. Some of it was direct reporting, interviews or features. We sort of tried our hands in everything. We learned a lot from that either from Peter or George before he leaves.
- . • The group projects needed technical assistant and backup that we lacked and except for one group, where they has Ashraf Naggui, who had some experience in these technical matters, the group projects where not good at all. The final projects where not bad but we still had lots of technical errors and as a I journalist is my country I don't need to worry about that and if it was not for Ashraf the project wouldn't have come out looking like that.
- . • It would have been more useful for us if we compressed the time allocated for theoretical discussion, as that on the objectivity fairness...etc, and expand that given to the projects. The group projects while containing good journalistic pieces came out poor due to lack of technical training. Focusing for one or two days on websites design would have been a great addition to all of us.

### **Program Notes:**

The internships will give ample opportunity to learn how an American newspaper operates on a daily basis.

It became obvious that the HTML training from the Pre-Departure Training did not prepare the group for the basic level of web design needed for the projects. Since this phase of the training is not design to teach web design in great detail, we decided to not burden the entire group with learning web design. Instead, we assigned this task to the most capable member of the group.

### **4. Rate the Events & Activities:**

Visit Newspaper 60% rated at very/extremely useful  
Visit Police Station 53% rated very/extremely useful  
Community/Social Activities 67% rated very/extremely useful

### **Participant Comments:**

- My host Linda Oldham was more than helpful. She actually made me feel at home. Thank you for choosing her to be my host.
- Visiting the police station was a very good chance to know how is the relation between the police and the people and especially the journalists.
- The visits were the most useful activities because it gave us the opportunity to interact with American and know how the work goes in American institutions. Visiting the hosts' houses was a very exciting experiment. I really enjoyed being in American houses.
- The program facilitated visits to the Daily News newspaper, the Police Station and other community and social activities, which were very useful to get, acquainted with the general atmosphere here in the city.

### **Describe the event/activities you remember the most and explain why:**

- Covering the local elections was a new experience to me. It was a great experience for me to visit the courthouse and then the democrat's headquarters, and reporting all these contradictory reactions toward the results from one place to other. Dealing with local events and actions was a new thing for most of us.
- The debate, it was a new event and a chance to know more about the American mentality.
- All the chances to go out with my host, she is a brilliant character.
- We attended a debate (a simulation to the Palestinian struggle to build up their state and the British opinion on how it's the wrong thing to do now) it was a real challenge to me to cover a political issue, which I don't like to do very much except when I am fully prepared, but I managed to get out of it in a different way, through wrapping up the story and mentioning the most important points and describing the setting of the scene.
- The other event was of the election, and it was another political issue, but was a great opportunity to me as it is the first time to attend elections in a foreign country, and see how the whole thing went on. I wrote a story describing the whole process starting from the voting to the victory, it was really great.
- The newspaper visit was a very good experience to all of us, as we saw how they get their work done and how they give advertisement a great deal of prominence. We also visited the police station, and saw how they organize every thing, we also saw the operation room, were they locate all police members on a map, and they connect them according to the emergency calls they receive so they can direct the nearest police car to the place facing trouble.
- Visiting the poll station and see how the process of electing goes on, was something very interesting for me and a new experience about how a part of the election process goes on.
- Visiting the lost river cave as it was a fantastic place. Visiting the police station, as it was very informative and fun at the same time, we enjoyed the company of Chief Waltrip himself, which was a real pleasure.
- I enjoyed the visit to the Daily news newspaper because it is a different type of newspaper that I have never been to. It is the first time that I visit a local, middle-sized newspaper, directed to a limited target audience. I wanted to learn from the whole experience because I believe that the future of printed newspapers lies in local ones and not national or international ones.
- The visit to the Daily News Newspaper was the most useful one, because it is in the core of this program. I wish if there were more than one visit to the newspaper or at least spending more time in it. We are journalists and this is what is more important to us.
- I visited the nearby TV and Radio station, which was WKYU-PBS. I enjoyed

knowing how it works there although it was a big-size organization as I was expecting. I attended a university debate for the first time in my life and saw how it went. It was a good experience to report such an event.

- The night at Terry Reagan's farm. It was a very splendid night with many warm feelings from Terry and his wife Carla. They made me feel always as if I was within my family. They are so warm and good.

- The Halloween part was a new experience to me. The Cheryl Kirby-Stokes' party that made me see the warm face of the American people.

- The most social event, which I still remember, is Cheryl's house, because it felt like home.

- The visit to Daily News was really useful as we learnt how the local newspaper operates and the importance of the ad departments to these papers.

## 5. Rate these Elements:

Number of participants

Number of Trainers

Number of Hosts

Number of activities

86% rated right/exactly right number 60% rated enough 75%  
rated enough/exactly right 60% rated enough/exactly right

## Participant Comments:

- All participants were caring about attending the sessions and learning and the no. of hosts was very enough, there were very helpful.

- We had only one trainer with some presentations from some guests. Although the trainer was good as for a professional in the field it was one man's show and this doesn't work with a group of journalists with 3 up to 20 years of experience. We needed a variety and trainers of different schools in the field. At least two or three trainers.

- Number of trainers was not enough in some classes, as we didn't have except Peter and George in those classes. The number really doesn't matter the most important thing is to bring a specialist in the subject to speak about it.

## Program Notes:

Western Kentucky University's School of Mass Media is an award winning, fully accredited program. Does this mean that every professor who leads a session is a superstar? Of course not. But one would be hard-pressed to find any participant, committed to learning, unable to gain a good deal from any of the trainers. That said, the program monitors all training and conducts a daily evaluation of all presenters in order to make course corrections to the training immediately.

A few examples from this training:

A number of participants found it difficult to understand one of the professors because of his reliance on colloquialisms and his southern accent. They thought that he was good, but found it hard to follow the discussion. This was brought to his attention, he adjusted accordingly and subsequent Participant Comments and evaluations from the participants were much improved.

In another instance, participants found a professor's presentation lacking focus. We put her in one-on-one situations and she and the participants were pleased with the outcome.

In addition, there is a lead trainer, in this case Peter Laufer, an author and award-winning journalist. The lead trainer is the common thread that weaves itself through the entire seminar portion of the program, providing consistency and ballast to the training. Mr. Laufer was highly regarded by all of the participants and received very positive reviews. He is also known to, and respected by, our partners at ARPI, having traveled to Egypt during the initial phases of the program this summer

**.6. What will be the most useful part of the training when you return to Egypt?**

- . • Evaluation of writing, interview techniques, new techniques for news, separation between news and opinions and learning from mistakes.
- . • Reporting in a more organized manner dealing with different areas of reporting, features, news stories and a sort of first person reporting too. Improving the English style for writing in Newspapers. Again and over all "Deadlines", working on websites. This idea of rotation as every one of us played a different role every day was so helpful.
- . • The writing and meeting deadlines, and the overall experience in dealing with the American press. Being more interactive with sources.
- . • The new methods of writing specially the (hook style) and how to attract the reader's attention.
- . • I gained more experience in interviewing a foreigner source and I would be able to cover conferences in English, if I were assigned to do that.
- . • Evaluation of writing, using new techniques of writing, writing in English, photojournalism, including sexy quotes, interdisciplinary reporting, reporting in a foreign environment.
- . • The most useful thing would be the new techniques in writing and editing. The new style of writing will need an effort from us to be "arabaized" to fit our newspapers and readers.
- . • I learned the different techniques of news writing. Writing in English. I got more confidence dealing with the American people.
- . • First the experience media had in the United States post the September 11 events and the perception of the country and the people in the world media. Second the experience I gained by being trained on independent media. Third I am eager to transfer the experiment of the voluntary work to my country as I have lived through in the States.
- . • Learning the American style in editing, writing and reporting was the most useful thing. It will help a lot if I get a chance to work with a western newspaper or news agency.
- . • Interdisciplinary reporting, editing and feature writing. Also we got to know a lot about the American media.

**.7. What will be the least useful part of the training when you return to Egypt?**

- . • I am still considering that learning more about the English style in writing "humanizing & Quotes & a sort of literary style" was one of the privileges of this program, but I can't figure out how we can introduce such a style can be applied to the Egyptian Newspaper and be accepted by the Egyptian reader. We mentioned that we need to get a sort of compromise. Because without this sort of compromise or a style mixture, we will not be able to make the best use of our training after returning back to Egypt. It would be better if we concentrated a little bit on issues of ownership and the pre-publishing studies.

**.8. Please describe your overall reaction to the trainers:**

- . • The most important part was the practical training as we covered the stories and met our dead line as we usually do in our newspaper. I also believe that the coming period will be the most important of all, as we practice in a real news environment.
- . • Most of them were perfect, specially, Peter Laufer and Pam Johnson. Peter was very understanding not only during session, but also during the whole day and social life.

- The main trainer was great. I really mean this and his existence made everything easy for us. He made a link between all sessions and other trainers. As for the other trainers, the evaluation here varies. Some of them were excellent and others were – let us just saying was not.
- Peter is a professional journalist. I learnt a lot from him, he made me realize how different I would see my article if I read it to myself loudly. On the personal level he is very much easy going and down to earth. We also appreciate the fact that he read a lot about the Egyptian culture before we come and that is why he was aware of all the cultural differences among us.

**.9. Are there any aspects from the training that you think need changing and why?**

- It would be better to shrink all the lectures in one week, and the training on writing stories should take the whole two weeks. Because for me I learnt most of the material in the mass COM school, and I needed to be trained more in writing in English, because it is my professional field. The time of the training program should be more than three weeks, to give more space for learning. And it should not by any means be during Ramadan again, because by nature of fasting process, I lose concentration 3 hours before breakfast.
- Focus on practical issues compared to theoretical aspects of the training and we needed to do more on photojournalism.
- I think it was better to start the practical part earlier to make the best advantage of the time available. Why didn't we have sessions at the early morning followed by writing clinics on daily bases before we start the project at the end of the 2<sup>nd</sup> week. We needed sessions covering the most common errors.
- We needed special sessions on how to use the AP stylebook. Yes we did know our errors through trial and error technique, but still using the stylebook is not common to us.
- We wanted more sessions with some of the trainers as Dr Pam.

**10. Program Services:**

Training Facilities: 60% rated very good to excellent Transportation to and from training site: 93% rated very good to excellent; 47% rate excellent

**Program Notes:**

Transportation: All transportation related to program activities is provided for as stated in the Compact. This includes regularly scheduled food shopping trips. At the beginning of the Bowling Green Session, there is a trip to Nashville for the purchase of Halal meat. A small group made this trip taking orders for the rest of the participants. Although offers were made for a second trip, none of the participants requested it. There are also group outings and activities for which all transportation is included. Each participant is assigned a host for non-project related activities and these hosts provide additional transportation to individuals and small groups. All trainers and staff try to accommodate individual requests for gift shopping and other non-program related activities. On the occasion where there is no one available for transportation for a non-project related event, a local taxi service can be arranged. Taxi service to anywhere in Bowling Green is about \$8. With several people usually sharing the cab, the cost for the individual can be as little as \$2.

**11. Please describe any special assistance/needs you requested and how the program staff responded.**

- I asked the advice of Peter and JoAnn [Albers] in suggesting a new field to study the master's degree and they were very helpful.
- We need more digital cameras for the practical training period.
- I asked Shannon for a source in one of my assignments, and he accompanied me to the health service center and stayed with me till I took what I wanted, and he also helped me to search for a book at the book store.

- . • We needed assistance to find cheaper phone cards and they found them for us, whenever we want more Marilyn orders for us. If we want to go shopping or anywhere they responded to our request and something will be arranged for us. Actually they were very responsive in this aspect and dealt patiently with our demands.
- . • We asked for the AP stylebook and where to get it and were happy that the program provided it to us to keep and take with us. We had a problem with telephone cards and the program got us cheaper ones.
- . • We needed to get the program schedule adjusted to fit the holy month of Ramadan, they did it although the scheduled were revised daily. We need access to some equipment and they provided us with them like cassette recorders and cameras. ( I think every two trainees needs a camera so as to practice on photojournalism.)
- . • One day we were supposed to go to Mr. Reagan's farm and I was at Greenwood mall with one of my colleagues. We contacted a cab but it did not come to take us back to the hotel where we were supposed to meet with the rest of the group and go to the farm. Fortunately, we have the emergency card and contacted Mr. Barnaby. He responded in a very nice way. He came and picked us from the mall and gave us a ride to the hotel to put our stuff and then lifted us to the farm where we spent a splendid night.
- . • They made a deal with the hotel concerning cleaning our rooms on daily basis rather than once a week. They succeeded in making the Internet available in our rooms 24 hours a day. They found for us very cheap calling cards that helped us keep in touch with our families and newspapers back home. I had a problem with the charger of my mobile and all the staff tried to help till Shannon ordered an adaptor for me from the net and even refused to take the money.

### **Program Notes:**

One participant had to visit a medical facility for vitamin shots. This was accommodated by one of hosts taking her on two occasions.

In response to the interest in learning about photography, digital cameras were provided for use in each internship city.

Iftar: While it is unclear how Iftar became an expected program element, we took responsibility for what we believe was a misunderstanding between our project planning team in the US and in Egypt. While we could not provide Iftar, in consultation with the participants we made adjustments to the schedule in order to give them time to make preparations back at the hotel. We shifted the daily schedule back one hour by starting the day 30 minutes earlier and cutting an additional 30 minutes from the trainers' midday break. This was a decision that was reached collectively and seemed satisfactory to the vast majority of the participants.

In addition, hosts occasionally made arrangements to celebrate Iftar with their guests by taking them to dinner or bringing them to their homes, and on at least two occasions, the program sponsored Iftar meals for the entire group at the homes of hosts. Again, it was an unfortunate misunderstanding that we think we tried to rectify within our budget and our capacity to make quick adjustments in order to address important and pressing issues.

### **12. In the future, what training do you think will be advantageous to you?**

Web Development 10  
 Feature Writing 7  
 Newspaper Editing 7  
 Interviewing 5  
 Graphic Design 6  
 English Language Training 5  
 Copy Editing 5

Newspaper Management 5  
News Writing 4  
Business Reporting 2

Other: Technology Editing, Crime, and Environment

### 13. How did the training session meet your expectations?

The Overall Training: 73% rated very/extremely useful

#### Participant Comments:

- . • Just I learned about the style of the American journalism. The open discussion about every thing was expected and it happened.
- . • I learned a lot in knowing more about the structure of English sentence and meeting deadlines.
- . • New methods of writing, photo journalism, covering stories that is not of our interest and finding an interesting way to deal with it.
- . • I am satisfied with what I have learned, and I wish, I have this chance again, to learn more and more.
- . • I expected to be trained on writing a new style and I really wanted to write in English. The training gave me this and I am glad for this. I even wanted more training in this. The main trainer was more than great and understandable and encouraging. He gave me faith in my capabilities. I wanted to get engaged to online journalism. I had the change to do that completely in the project. I am proud of the web project that we all did.
- . • I learned more techniques in writing and reporting.
- . • I myself don't study journalism in school and all my experience was on the job so I was benefited from the training program to some extent as it satisfied some of my needs in the field.
- . • The practical side was good, working on deadlines was quite an experience to me.
- . • It meet my expectations in writing in English.
- . • Peter's in class evaluation of our class helped us all in learning from our and other's errors. Working on different kind of assignment (restaurant reviews, profiles, features and news stories) was a useful and new experience for me. Writing in first person was also a new technique that made me feel more intimate with my stories.

### 14. How is this type of mid-career training beneficial for journalists? (Use your experience as an example).

- . • It could be more beneficial by being followed after the training in Egypt, by the Americans themselves. By that we can refresh our knowledge and transport it to others journalists in Egypt.
- . • It is useful because I am in an age of learning, but you shod take into consideration the years of experience while preparing the material that we studied. I have twelve years of experience now, while others have only two or three, and I think that what you teach should differ from one category to another. For example, I expected to attend a lecture or two on the new trends of American Journalism, or more professional journalists from national big newspapers to come over to discuss with us some controversial issues.
- . • I also expected more assistance and advice for those who want to pursue their studies for the master's degree, by contacting other universities for chances of scholarships. And I believe, this is a part of your mission as long as you opened up new horizons of knowledge for us.

.  
• It is beneficial in different ways it teaches us how to be open to new changes of technique, to learn more how American succeeded in keeping their readership, how to make different missions work even if you don't really like them. It surely flourished our English language and means of communication. To open up to new cultures.

.  
• It is beneficial in the way that you learn how to write in a different language of yours, and that what I think is a very important thing, because a journalists is my opinion shouldn't be localized, he should be able to work internationally and under different circumstances, especially when he is a part form his family and in a special days like those we had been in Ramadan it is not an easy thing. So, producing in an efficient way (I hope, it was really efficient) under these circumstances is something to be taken into account, so this means that he can produce more efficient under normal circumstances. I think a journalist must take the most benefit of the situation he is in, and that what I decided to do after 3 days of my arrival, as I suffered a lot the first 3 days because of

homesickness. But thanks to God I overcame this feeling and decided to take the experience successfully and I am proud of myself for taking this experience.

.  
• I think the whole experience was fruitful in more than one aspect. I was able to report and write in English in a foreign environment, where I did not know any of my usual sources and I managed fine. We did an on line and had to meet deadline and it was challenging for us. We learned to do stories on local issues, which was new to me. We learned new techniques in writing. I also wanted to learn more about photojournalism. I gained confidence in dealing with different issues and different field. I also like the people here in Bowling Green and the University and almost everybody I met. People are wonderful here.

.  
• Dealing with journalists who already are in the field for years have to be different. Teaching them basics isn't of nay benefit for anybody. It is just a spare of time and effort and gives them bad impression that they are underestimated. Both sides, the trainers and the mid-career journalists, should be partners. The interaction is very important and I guess the flexibility of the schedule and the sessions given are important.

.  
• It was a great opportunity to learn about people outside the big cities. This is my first visit to a small American city although it is not my first visit to the States. The training session needs to have more professionals to work with the reporters, more specialized in print media and less lectures and much more time for the web site project.

.  
• In overall it was good. Every once and a while one should stop, look behind, evaluate, and look for new things to learn.

.  
• It is useful in many ways, but the most important for me was to meet our American colleagues and talk to them about the mass media in general, exchange our points of view about everything.

.  
• Having a training course in another country helps a lot in enriching the background as we got exposed to different techniques and way of coverage. For example it is the first time to touch how localized is the American media.

.  
• At the end, I want to thank everybody who shared in this event even by a small thing, because we couldn't do this by our own without receiving this help.

Appendix A-7 *Pharaoh Times*, on-line news paper



# *Pharaoh Times*

L  
a  
s  
t

U  
p  
d  
a  
t  
e  
d  
:

T  
h  
u  
r  
s  
d  
a  
y  
,

1  
3

N  
o  
v  
e  
m

b  
e  
r  
,  
2  
0  
0  
3



## Bush: Stop 'ugly politics' over judicial nominees.....• 'Operation Iron Hammer' strikes again.....• 'Freaky' storm pummels Sou

Front Page

### Egyptian censorship hits again

Pharaoh Times Ot

Egyptian censorship banned the movie "Bruce Almighty" and lifted the 22 year ban on releasing Working and practicing exercises are not always the

## News

"The Message" movie in Egypt. The ban was imposed best things that you can do, at least for the sake of on "The Message" because its producer failed to get your health. Researchers from Temple University in authorization from *Al Azhar*, the Islamic authority in Philadelphia have done a study recently that proved

## Features

Egypt that advice the government on censorship too much work

could  
issues

regarding

damage

Islamic

your  
affairs.

Full

bones.  
Story

[> Patrick Jones's best of  
show \*\*Business\*\* A Million  
Dollar: From the River to  
Pharaoh Times Business <sup>the Hill</sup> >>](#)  
[JC Penny Reports \\$207  
million Operating Profits](#)

T  
h  
e  
  
D  
i  
s  
t  
r  
i  
c  
t  
,  
  
d  
o  
w  
n  
t  
o  
w  
n  
  
r  
e  
d  
e  
v  
e  
l  
o  
p  
m  
e  
n  
t

a  
u  
t  
h  
o  
r  
i  
t  
y  
,  
  
i  
n  
  
B  
o  
w  
l  
i  
n  
g  
  
G  
r  
e  
e  
n  
,  
  
r  
e  
c  
e  
i  
v  
e  
d  
  
y  
e  
s  
t  
e  
r  
d  
a  
y  
,  
  
f  
o  
r

t  
h  
e  
  
s  
e  
c  
o  
n  
d

## Opinion

JC Penny reported a 22 percent increase in operating profits for third quarter, to \$207 million compared with the same period last year. The increase was due to a one million dollar grant from the commonwealth of Kentucky for its huge project, From

## Photojournalism

the River to the Hill, C.J.Gohansor, a special project coordinator said. [Full Story](#)

with

comparable

d  
e  
p  
a  
r  
t  
m  
e  
n  
t  
s  
t  
o  
r  
e  
s  
a  
l  
e  
s  
i  
n  
c  
r  
e

a  
s  
e  
d  
1  
:  
7  
p  
e  
r  
c  
e  
n  
t.

Pharaoh Times Features More>> Pharaoh Times  
Opinion

## **Weekend at Bowling Green**

How do people in Bowling Green spend their time during

International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004 A-7



the week and weekends? This question kept echoing in my mind since I came to this city .In a very quiet and **A note from editor-in-chief Peter Laufer** small city like Bowling Green, what entertainment people can receive? .Nicole Van Cleave, 19,is an undergraduate

[Meet The  
Deadline Or Be  
At End Of](#)

in psychology at western Kentucky University. She lived

[Line](#)

in Campbellsville Kentucky and came to Bowling Green to study. "Sometimes I go out with my friends, watch movies when I have nothing to study during

the By Pharaoh Times technical editor Ashraf [Feedback](#) weekend," said Van Cleave. [Full Story](#) **Naggi**

**I love writing**

Map of



[Bowling Green,  
Kentucky, United  
States](#)

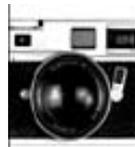
I was invited to a

discussion session with grade seven students of the Bowling Green junior high school. The discussions were very interesting. Students showered me with



B  
o  
w  
l  
i  
n  
g  
  
G  
r  
e  
e  
n  
,  
  
K  
Y

curious questions about Egypt, and then it was my turn. [Full Story](#) **Current Conditions Today**



**The Day in Pictures**

**[Staff](#)**



W  
i  
n  
d  
:  
  
3  
V  
A

R  
B  
a  
r  
o  
:  
3  
0  
.  
2  
0  
"  
H  
u  
m  
i  
d  
i  
t  
y  
:  
4  
7  
%

[See great photojournalism from Pharaoh](#)



F  
o  
r  
  
e  
x  
t  
e  
n  
d  
e  
d  
  
f  
o  
r  
e  
c  
a  
s  
t  
s  
  
g  
o  
t  
o  
  
M  
S  
N  
B  
C  
:  
c  
o  
l  
l  
e  
c  
t  
i  
o  
n

**Search the Web**  
for:



Search

[Front Page](#) | [News](#) | [Features](#) | [Business](#) |  
[Photojournalism](#) | [Opinion](#) | [Staff Feedback](#) | [Homepage](#)

[Use Advanced Search](#)

International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004 A-7



# *Pharaoh Times*

a  
s  
t

U  
p  
d  
a  
t  
e  
d  
:

F  
r  
i  
d  
a  
y  
,

1  
4

N  
o  
v  
e  
m  
b  
e  
r  
,

2  
0  
0  
3



**Jury hits ExxonMobil with \$11.8 billion award..... Bush vows to press hunt for Saddam ... Power struggle on for storm-rava**

## **Front Page**

### **War of Words Escalates between the American Ambassador and Egyptian Journalists**



The reaction of the Egyptian Journalists Syndicate to US ambassador to Egypt, David Welch, critical comments of the Egyptian media was a bit exaggerated, according to Philip Frayne , spokesman of the American Embassy in Cairo.

## **News**

"It's important to keep in mind that the Ambassador

## **Features**

was not denouncing all of the Egyptian media during the speech he gave on the American University in Cairo (AUC). He said that he has a lot of admiration and respect for many Egyptian columnists and editors." [Full story](#)

# Travel

## Police tight -lipped on Webster's case



"Crime does not pay, Stoppers do. You could receive up to \$1000 cash award. Call Crime Stoppers 781-clue." reads the electronic banner in front of the main entrance at the Bowling Green police station.

# Ed-Op

Standing in front of the banner, spokesperson

## Photojournalism

Melanie Shy said that the police department

[Pharaoh Times Other News Stories More>>](#)

[>>Police tight -lipped on Webster's case](#)

"Crime does not pay, Stoppers do. You could receive up to \$1000 cash award. Call Crime Stoppers 781clue." reads the electronic banner in front of the main entrance at the Bowling Green police station.

[Pharaoh Times Profile More](#)

[Aggressive on the field, warmhearted in real life](#)

[Jennifer](#)



International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004 A-7

[Profile](#) couldn't release more information concerning the James Webster case. [Full story](#)

Pharaoh Times **Features** [More>>](#)



## [Feedback](#)



## **The Oldest Brick in Bowling Green**

Standing since 1818, the Mariah Moore House is listed on the National Register of Historic Places as the oldest standing brick structure in Bowling Green.

Elizabeth and George Moore built the house at a cost of \$ 4,000. After the house was

built, they had five children, one of them was Mariah, who never married and lived in the house until her death in 1888. Therefore it was named "the Mariah Moore House." [Full story](#)



## Staff Pharaoh Times Travel

[More>>](#)

### Kentucky Museum opens the door to the past



The Kentucky museum, with its traditional look, opens the door to the past. It has collected and interpreted artifacts from

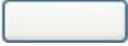
#### Search the Web

for:

across Kentucky.  
There are

many exhibits that  
include history,

decorative arts,  
children's toys and  
games,



### **Accepts Football Challenge**

[Full story](#)

Pharaoh Times **Ed-Op** More>>

### **What Vision is Still Missing from Bush's Mideast policy?**

Many, it seems, are U.S. President George W. Bush's visions for democracy, freedom and peace in the Middle East. However one single vision is still missing in order for the other visions to come true. [More](#)

### **Downtown But Nobody There**

I have been to Bowling Green downtown three or four times, and every time it was a different time of the day. The first time it was Halloween night. I was surprised that Bowling Green has a real nice downtown area with a square, statues, gardens and cafés. [More](#)



### **The Day in Pictures**

[See great photojournalism from Pharaoh Times Online](#)

### **Minimum Distraction, Maximum Impact**

After our last photojournalism session with James Kenney and Tim Broekema, we -- as a class--asked for a practical

International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004 A-7

[Use Advanced Search](#)

clothing and textiles, folk crafts and furniture. Most of these session with them. We looked forward to items are donated from people from Bowling Green and all this practical

session with the two over Kentucky. **Full story** amazing and talented photographers,

e  
s  
p  
e  
c  
i  
a  
l  
l  
y  
  
a  
f  
t  
e  
r  
  
s  
e  
e  
i  
n  
g  
  
t  
h  
e  
i  
r  
  
f  
i  
l  
m  
  
o  
n  
  
9  
/  
1  
1  
  
i  
n  
  
a  
  
s  
e  
s

S  
i  
o  
n  
  
c  
o  
n  
d  
u  
c  
t  
e  
d  
  
b  
y  
  
J  
i  
m  
  
H  
i  
g  
h  
l  
a  
n  
d  
.  
  
[E  
U  
I  
I](#)  
  
[S  
t  
o  
r  
y](#)

**Front Page | News | Features | Business |  
Photojournalism |  
Editorial-  
Opinion|  
Staff  
Feedback**

International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004 A-7

Appendix A-8 Published internship article

The logo for the Post-Herald Birmingham newspaper, featuring a small square icon to the left of the text "POST-HERALD" with "BIRMINGHAM" in smaller letters above it.

[postherald.com](http://postherald.com)

**Visiting journalist**

*Abeer Saady is a journalist with the Akhbar Elyom newspaper in Cairo, Egypt, and is participating in a journalism internship at the Birmingham Post-Herald through Western Kentucky University.*

## **Ramadan remembrance**

### **Traditions recalled during festival**

**By ABEER SAADY SPECIAL TO THE POST-HERALD**

Salah El Dareer was 7 years old when his father took him and his older brother by the hand and led them to a mosque in Egypt for Eid El Fitr prayers.

"I remember that as if it were yesterday. It was a fascinating experience," El Dareer said.

Seventy years later, El Dareer is still participating in the same Muslim observance, part of the holy month of Ramadan, but in a different land.

El Dareer was one of more than 1,000 Muslims participating Tuesday morning in an Eid El Fitr festival at the Alabama State Fairgrounds Arena in Birmingham.



Mark Weber/Post-Herald

Eid El Fitr marks the end of 30

days of fasting during Ramadan.

**Salah El Dareer, right, greets Muhammad**

**Zakie Mohiuddin as Syed Najeed, left, holds**

**his son Mujtaba, 1, after the Islamic Muslims**

**fast from sunrise until celebration of Eid El Fitr at the Alabama sunset during Ramadan. They are Fairgrounds Arena on Tuesday. not allowed to eat, drink or have sex during that period. With the three-day Eid El Fitr festival, they return to their normal habits.**

During the Eid, which means "festival" in Arabic, Muslim families pray in the morning then go out and visit relatives and friends. Children wear new clothes and receive gifts and money from parents and relatives, much like many Christians do at Christmas. Special cookies and sweets — kahk, fiteer and goribah — are presented to visitors.



Sher Kannar, 55, a professor at Stillman College, said that in his native country of Tanzania, Eid is considered a three-day national holiday.

"The whole country shuts down, just like Christmas here. The government offices close and most of the stores, too," said Kannar, who has been a resident of the United States since 1974.

**festival by praying early Tuesday** at the Fairgrounds Arena.

He said that some of the people attending the observance at the arena had to go back to work while others had the first day off.

It is the third Eid festival that Amal Hamdy, 38, has spent in Birmingham. She said she misses being with her family in Alexandria, Egypt, where they get up with the sunrise to start cooking.

Actually, she has kept this tradition through her years in the United States, although she can easily buy ready-made cookies. At Eid, she had brought some homemade cookies, placing them with the other dishes brought by other Muslims.

Ashfaq Taufique, 43, president of Birmingham Islamic Society, estimated between 1,500 and 2,000 Muslim men, women and children attended the Eid.

"This is the biggest gathering for Muslims of Birmingham. This place is reserved six months in advance because it is big enough for around 2,000 persons," he said.

Muslims came from Hoover, Pelham, Sylacauga and other parts of Alabama.

They greeted and hugged each other, often saying "Eid Mubarak," which means "I wish you a blessed festival."

During the morning observance, Taufique talked about the concept of the Eid as Muslim men took off their shoes and faced the direction of Mecca while women sat in the back

rows.

"This is the only place in Birmingham you can feel the Eid at," said Iman Omar, 29, a member of the Islamic Academy of Alabama.

Seven years ago, she moved from Egypt to Birmingham with her husband. Her three daughters, ages 4 months to 7 years, were born in the United States, and she bought them new dresses for the Eid.

The festival is a combination of religious ceremony and social gathering. Children were everywhere, many wearing colorful new clothes. Amr Hanafy, 10, and his sister Mahinaz, 7, were among the children playing and singing Eid songs in Arabic.

After prayers, everybody ate from the open buffet filled with food brought from home.

"Eid is different here," Kannar said.

"The States is a melting point for different cultures and backgrounds."

After the festival, the El Dareer in Homewood was filled with visitors, relatives and chatter. Ahmed Owian, 19, a student of software engineering at Auburn University, was in town to visit his uncle. But he left quickly, saying he wanted to talk to his relatives in Cairo over the Internet and congratulate them for the Eid. He said he would go out with a friend later, maybe to a movie.

El Dareer's daughter Suzan was serving cookies and calling her relatives and friends on the phone.

"My best Eid was in Egypt," she said. "I was born and raised here, but spent one Eid in Cairo."

Fikri Ismail, a friend of El Dareer, said that Ramadan helps him relate to the suffering of others.

"You feel the pain, the hunger of poor people, and this teaches us to share," he said.

El Dareer recalled how he came to the United States in 1949. A top student at Cairo University, he was given the chance to travel to any other country to study, courtesy of the Egyptian government.

"I chose the United States, especially since I have read the Bill of Rights declaration and the American Constitution. I said this is the ideal place for a free soul like mine," El Dareer said.

He completed his studies at Michigan State University and the University of Michigan, then moved to Birmingham in 1965 to work in the field of pharmacology at Southern Research Institute.

He is now passing his religion to his children and grandchildren.

"I used to take them to Sunday classes to know more about Islam. They will practice worship whenever they are ready to do it."

Appendix A-9 Internship evaluations (compilation)



INTERNATIONAL JOURNALISM AND MEDIA MANAGEMENT TRAINING PROGRAM

Internship Evaluation by Participant

Date:  
Nov. 19 – Dec 5, 2003

Session: Egyptian Print Journalism Session #1

1. 1. Your Name: \_\_\_\_\_
2. 2. Newspaper: \_\_\_\_\_
3. 3. Location: \_\_\_\_\_
4. 4. Primary Newspaper Contact Name: \_\_\_\_\_
5. 5. Contact Title: \_\_\_\_\_
6. 6. Names and Titles of Other Staff Members who worked with Intern: \_\_\_\_\_

Comments:

7. Rate your level of Interest in the Following Areas: Circle One

	Low										High	
Attendance	1	2	3	4	5	6-	7	8	9	10		NA
Opportunity to Share information about Egyptian newspapers	1	2	3	4	5	6	7	8	9	10		NA
Opportunity to Learn about American newspapers – Overall	1	2	3	4	5	6	7	8	9	10		NA

Comments:

- . • Through the three week internship, I learned a lot about the American local newspapers and the differences between it and the Egyptian newspapers starting with the layout techniques, the stories covered and the kind of sources used. This was made clear through a number of individual meetings with the editors of different sections together and attending the editorial meetings. In one of these meetings me and Maissa were asked to give a briefing about the Egyptian journalism and the ways they are managed.
- . • They were willing to ask about the Egyptians newspapers and information about the whole process.
- . • The internship was quite good but there were many holidays (thanksgiving and weekends of them and feast days after Ramadan for us). There were a little to do

these days. The organizers should have put in consideration this and acted accordingly. They could have assigned in the internship after a week of lectures then after we come back postponed the whole program to the next year for example. Most importantly the one who take the decision to assign my internship in the Courier Journal didn't put in consideration as was stated in the program description that "the interns will be assigned to newspapers based on the skills and interests they want to learn." However, I was assigned an internship in Louisville, The Courier Journal just because I had to register in an immigration office after 30 days of my stay in the United States and the program director wanted to accompany us to the place. I wonder what is he going to do with 12 or more male journalists who will come to the U.S. in next sessions, Will he put them all in Louisville?

- In Huntsville Times, reporters were interested with sharing information with us. They wanted to know about the Egyptian newspapers. Meanwhile, we learned a lot about the work dynamics in a local American newspaper, which

*International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004*

A-9

are much different. On the personal side, I benefit a lot. People there were more than helpful and friendly. They offered us all the effort they can offer. On the professional side, I do not believe that I benefit much. The Huntsville Times is a small newspaper, more interested with local events and that is totally different from the newspapers in Egypt. I submitted only one story about the feast celebration in Bowling Green. They did not assign me to any other stories. But I cannot blame them as we are foreigners, we do not know much about the community and I do not write in English.. So I believe that the Egyptian reporters may make use of this program if they have the opportunity to visit several newspapers and magazines with different fields of interest. But if we have to have our interns in only one newspaper, I believe it would be better if we spent more time in the same newspaper instead of having this long unuseful pre-departure courses and the theoretical session we had in Bowling Green.

- As for my attendance I did my best to go early and stay as much as possible or at least go to events or places that I can find stories at like the court and museums and gatherings etc. I came thought the vacation of my religious festival because I wanted to get the most benefit in this limited time and I was involved in a story covering the festival that was published in the newspaper Metro Section. I had a wonderful experience in sharing information about Egyptian Media. They gave me the opportunity to talk to the staff in a session that was arranged a week before. At the settled time nearly all the staff was there according to the announcement. They wanted to know about many things. I started by the History of Egyptian journalism and the major battles that journalist in Egypt had to go through and still going through to gain new land in the freedom of expression. I talked in detail about shapes of ownership of newspapers in Egypt and laws related to journalism. They didn't expect that female journalist are 1/3 the Egyptian journalist in Egypt. The session didn't end in the 45 minutes that was scheduled for it but it lasted after that through the following days. In other meetings about budget and design they allowed me to talk about our experience in Egyptian Media. I really felt this sharing and very thankful they gave me a full opportunity to do that. I still have good contact with them though the e-mail and promised to send them materials and samples from Egypt.

- The first week I attended from 10 am to 4 pm. The third week I attended from 10 a.m. to 7:30 p.m. Most of the second week was vacation, and the timing was really bad.

**8. Rate your level of skill at the beginning of the internship in the following areas: Circle One**

	Low									High	
Production & Circulation	1	2	3	4	5	6	7	8	9	10	NA

Structure of Organization	1	2	3	4	5	6	7	8	9	10	NA
Day-to-day Operations	1	2	3	4	5	6	7	8	9	10	NA
Technology in Newspapers	1	2	3	4	5	6	7	8	9	10	NA
Feature Writing	1	2	3	4	5	6	7	8	9	10	NA
News Writing	1	2	3	4	5	6	7	8	9	10	NA
Specialty Report (Example technology)	1	2	3	4	5	6	7	8	9	10	NA
Photography	1	2	3	4	5	6	7	8	9	10	NA
Current Affairs Reporting	1	2	3	4	5	6	7	8	9	10	NA
Business Reporting	1	2	3	4	5	6	7	8	9	10	NA
Economic Reporting	1	2	3	4	5	6	7	8	9	10	NA
Design and Layout - Print	1	2	3	4	5	6	7	8	9	10	NA
On-line Newspapers	1	2	3	4	5	6	7	8	9	10	NA

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A  
-  
9

Comments:

- I work as a financial reporter so I am mainly interested in business and economic reporting. My favorite is the business features and I am also interested in design and layout as they help a lot in grasping the attention of readers especially in case of the not very appealing business stories.
- There were not time as aforementioned to go through everything so there should be more time allocated for the internship in order to maximize the benefits of the internship.
- Before we left to the states, we were asked to define our field of interests so we can our interns in these fields. Unfortunately, I found none of what I asked for. But it was a good experience to go through all the newspaper departments to know how the work goes. I discovered some similarities as I discovered differences. I believe that the newspapers should receive our curriculum vitae before we go there. Vise versa, I believe we must have the newspapers curriculum vitas before we come to the states.
- I had some areas of interest which I mentioned in the previously at the questioner that Dr Hamdy Hassan had given to us in the pre-departure training.

**9. Rate your level of skill at the end of the internship in the following areas: Circle One**

	Low										High
Feature Writing	1	2	3	4	5	6	7	8	9	10	NA

News Writing	1	2	3	4	5	6	7	8	9	10	NA
Specialty Report (Example technology)	1	2	3	4	5	6	7	8	9	10	NA
Photography	1	2	3	4	5	6	7	8	9	10	NA
Current Affairs Reporting	1	2	3	4	5	6	7	8	9	10	NA
Business Reporting	1	2	3	4	5	6	7	8	9	10	NA
Economic Reporting	1	2	3	4	5	6	7	8	9	10	NA
Design and Layout - Print	1	2	3	4	5	6	7	8	9	10	NA
On-line Newspapers	1	2	3	4	5	6	7	8	9	10	NA

Comments:

- . • I specialize in feature writing and used to right in economic reporting for some time but photography wasn't applicable at all.
- . • I am sorry but I couldn't evaluate myself. How comes it is left for a reporter to evaluate himself? All what can I say that were many similarities between journalism and newspapers in the United States, and journalism and newspapers in Egypt. However, I learned something from my internship that would help me improve my sills.
- . • These numbers reflect my level in writing in American style, for it's so new to me. But I am a very good journalist and writer in writing in Arabic in Egypt.
- . • It is a very hard to rate your own level of skill, but I tried to be neutral as I can.
- . • My evaluation here is for my level in writing in English as a second language. I may have a better level in areas that is not related to language or related to sections that I worked. For example I am a technology reporter and I have experience in newspaper on line and foreign affairs.

•

10. Rate your level of skill at the end of the internship in the following areas: Circle one

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A  
-  
9

	Low										High
Feature Writing	1	2	3	4	5	6	7	8	9	10	NA

News Writing	1	2	3	4	5	6	7	8	9	10	NA
Specialty Report (Example technology)	1	2	3	4	5	6	7	8	9	10	NA
Photography	1	2	3	4	5	6	7	8	9	10	NA
Current Affairs Reporting	1	2	3	4	5	6	7	8	9	10	NA
Business Reporting	1	2	3	4	5	6	7	8	9	10	NA
Economic Reporting	1	2	3	4	5	6	7	8	9	10	NA
Design and Layout - Print	1	2	3	4	5	6	7	8	9	10	NA
On-line Newspapers	1	2	3	4	5	6	7	8	9	10	NA

Comments:

- . • Unfortunately I did not benefit from the internship like I hope, because there was no tourism or environment section in the Repository.
- . • The time wasn't enough to learn about all these things.
- . • As I said before, I can't evaluate myself in an objective way so I can leave this evaluation to my bosses. What I can say again that the internship helped me to improve my skills.
- . • I could learn more in design and On-line newspaper, if I had more good circumstances, and if I had longer internship.
- . • There was no change to my level of skills concerning these issues at the end of the internship. So it is NA.
- . • Because I was assigned to write only one story, I cannot say that I gained more skills or developed the skills I have already. But it was a good experience to explore an American newspaper to know how the work goes there.
- . • There are areas that my level in it stayed the same whether it is law or high. That is because I wasn't able to get training at according to the newspaper. I preferred to concentrate on what is available and drew priority pyramid. In my case I wanted to master the AP stylebook.

11. What did you expect from the internship experience?

- . • I wanted to cover more of the current affairs and business in the American society to understand it more...things like the Medicare program or large business stories like steel tariffs. I also wanted to know more about the way the American Journalists area assigned to do stories. In addition, I wanted to know more about the Americans themselves, the way they think and act.
- . • I expected that I'll see how our colleagues in the states treat the tourism and environment issues.
- . • To know about the dynamic of the newspaper as a whole.
- . • To improve my skills, update my information on modern journalism skills,

know how it is going in an American newspaper, the way journalism is practiced in the United States.

- . • Learning more about on-line newspapers
- . • I expected to meet page editor and to attend editorial meetings to be assigned to report something, I also expected to see how they handle everyday problems. I expected to see their online.
- . • To know the whole process, since it starts as an idea in one's mind till it became a print one, so I need to rotate in each section or department.
- . • I expected to have more experience in the fields I asked for before I come to the states.

12. How did the internship experience meet or not meet your expectations?

- In fact a small portion of my expectations were met through the internship. The newspaper was a small one and thus all the stories covered were very local and the only coverage they have for the big stories was the wires dispatches. However, I was able to attend a number of important local events like the city council meeting which helped a lot in

*International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004*

A  
-  
9

- understanding how the political decisions are being taken on the local level. The people at the newspaper were very helpful and nice, through a number of social outings with them, I kind of developed a perception of the American society.
- . • Unfortunately, it did not meet my expectations.
  - . • It was the shortage of time, but I learned a small things about most departments.
  - . • It helps me going through all these things. Still the time was short.
  - . • It met my expectation in limited way because despite the people in Birmingham Post-Herald were so cooperative, the one who was in charge for the web was traveling in the first week of my internship. When he came, it was just two days before thanksgiving, so I traveled. Beside that there were many vacations in Saturdays and Sundays. So I had just 3 days to learn from Dave. He was so good teacher. He explained everything in a very simple and practical way. I believe that it was not any body's fault that I could not learn more from Dave. I think that the whole circumstances (his traveling, thanksgiving, and the other vacations) did not give us enough chance.
  - . • I met two page editor, Ann Fisher and George – but we didn't have the time to talk about how they plan their work or assign the reporters as we went out with one of them while reporting and the other it was more of sight seeing. We attended one editorial meeting. I wasn't assigned to any reporting. And actually there was not change to do such a thing. They didn't know anything about us or our qualifications, so they didn't actually know what to do with us. There wasn't any plan or a schedule prepared for us. However, they were very helpful and trying their best to meet our demand within limits of course. We followed reporters to their assignments and it was really fun but this is not the main issue about internship and when we asked to do more of something there was no chance for something like. There was really no time as the working days were very limited as there were weekends and the thanksgiving holiday came in the middle of the internship. We went to visit the online and it was a very modest online and actually the person responsible for the web site thinks that we have a more sophisticated on line in Egypt. So as an on line journalist there wasn't much to see there. We visited the Dispatch TV stations and radio stations and we were able to witness the new trend of convergence.
  - . • I think it met my expectation to a great extent, because that is exactly what I did there.

- . • I cannot say that the internship did not totally meet my expectations, but in a way it was helpful to know more about the American journalism.
- . • I had to deal with what is available. Yes I had more expectations, but it was an opportunity that was available for me and I had to use it in the best way can get to. I changed my priorities of learning and neglected some of my areas of interest and concentrated of other parts.
- . • In a good way
- . • I did not get much of what I expected. I went out 3 times only with the reporters, one of them marked the whole internship for me. I went with the crime reporter to the court and had an argument with one of the judges who was very arrogant and talked rudely about my country and my people. This scared Kakiie our contact person and when she knew I went to the court again to interview another judge she asked me not to go to the court again!! After that I went with one reporter to a kindergarten thanksgiving party!! And to an Islamic Breakfast marked the end of Ramadan where I met some Egyptians who where my "breakthrough" in Cincinnati city and they helped me go to many places and I made some interviews for my Egyptian newspaper. As for the circulation the Cincinnati post was loosing hear readers and I heard one sentence often from the highest level to the lowest "We are dying newspaper" So I did not find the solution I was looking for. People on the personal level were very nice some offered us tickets to a concert some offered to give us a lift to go shopping. That was very nice of them but I did not cross the ocean to do shopping. When I really needed their help to cover Nathaniel Jones story for my newspaper nobody was willing to go out with me. I took the address to do the work on my own and Kakiie made it clear that I should not "interrupt" the reporter who was there. I made it clear that I wouldn't do that and I will introduce my self only as an Egyptian Journalist and I will not relate my self to the Cincinnati Post. I wanted to go to Cincinnati.com where they make their site so I asked them to arrange that more than once and here I am in Bowling Green and I did not have their answer yet.
- . • It did not meet my expectations in working fully with a crime section during the whole period of internship, because there was not a crime section in the courier journal. The period was short for practical training compared to the unuseful theoretical 3 weeks sessions in the beginning of the program.
- . • It didn't meet all my expectations and not in the way I expected. As I didn't get the chance to really work in the foreign disk "which they haven't" or in other sections, we went with other reporters who were working on their stories, but we didn't get the chance to do more than that.

13. How did you prepare for the internship?

- . • Just visited the website of the newspaper which was of no use as it is not well developed at all.
- . • I tried to get some information about Canton and to see the Repository's site
- . • By trying to improve my writing skills in English and preparing some information about our newspapers.

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A  
-  
9

- . • I started reading the newspapers where I was assigned. I emailed my contact person. I reviewed what I learned in the lectures before leaving for the internship.
- . • I sent a lot of emails to my contact Elaine. I asked her a lot of questions before going to Birmingham. I told her about what I am interested in to learn. She was always answering me back. I also read about Birmingham before going there. The papers I got from Jerry about Birmingham was so useful.
- . • I knew that I was going to the Dispatch in Columbus, Ohio only a few days before that I sent only one email to Alan Miller and it was mainly for saying "hi" and "thank you" stuff. I followed the newspaper through the Internet and started to communicate with the contact person. I tried to read and learn from the AP stylebook that I received a copy of. I tried to know as much as possible about the city of Birmingham because I will be a reporter at it for 3 weeks and journalists should know about the cities they cover. I used every source I can have access to.
- . • I read the stuff you gave me and of course thought of some ideas and questions to cover while I am there.
- . • I tried to contact my contact person. See the courier site on the internet, follow up it daily.

- I searched for the site of the city on the net, and I had an agenda for myself. I wanted to be involved in the editing process, and I wanted to do an interview with one author in the city, and they were very helpful, suggesting a recent book that I read and interviewed the writer.
- We sent the contact person a mail before going and we also called him. I also visited their website to see the newspaper and bought the newspaper before going.

- **I visited the newspaper website more than one time, to know more about the newspaper, its style and its areas of interest. I have tried to read “via internet” about the city itself and its culture.**
- I tried to gather more information about the newspaper in USA before my internship.

14. Did the newspaper staff present a plan prior to your internship?

- No
- They were confused because they do not have my specialization.
- No
- They briefed us on many little things that we can do in the beginning of the internship.
- To some extent, yes.
- No there was no plan for us, Alan Miller asked us what we wanted to do and he prepared a schedule for us according to what we want to do but that meant that we didn't start right away and actually Miller and the whole staff tried their best to help us and meet our needs but there wasn't a plan or a schedule prepared for us. I think this should have been prepared before our departure to the internship, so they would know a lot about us and be prepared for us. I also want to stress that there was no time to do more of what we wanted as the time was limited. I actually enjoyed what they were willing to give but I was still feeling guilty because there wasn't much to do. I don't think that this is what the internship is for.
- They asked me about my intentions and they were so helpful to give me answers to it as they could.
- No they did not.
- Yes they did put a primary plan, but we didn't stick to it all at. Direct meetings and exchanging ideas was the best way to settle another plan.
- There was a plan but sometimes it changed
- Not a plan in the meaning we know but just we will do something tomorrow.
- No...except the individual efforts made by Pam Platt (the mentor)
- No, preparations were made only for social gatherings with the Moslem community there.
- No
- No, our contact person had no plan in mind about how we were going to spend our internship or specific schedule for us. I believe that during the pre internship period needs to be more organizing in which everyone is involved, the journalist, the WKU and the newspapers itself. They need to get a clear view about our areas of interest and what we really want to get and learn from our internship. The timing element is important too; we need to learn which is our internship city in a suitable time. This will give the time to learn about our newspaper capacities and what we can expect from it, we can give specific demands and set sort of agenda by ourselves to what we want to do and learn about

15. If so, what was your reaction to the plan?

- I moved to see the tourism site in Canton, Cincinnati and Cleveland by myself
- In though there is pre-planned schedule waiting me there so I could organize myself and save a lot of time I can do exploring the city and attending events and do many lot things.

- . • It was a short plan to go to the most important places in Birmingham live Civil Rights institute, accompanied the reporter, teaching me about my interest. I accepted their plan for they were really caring to help.
- . • NA
- . • As I said before I contacted the person in charge before going and gave her my CV and an idea of what I might need to learn more. When we met we discussed that deeply.
- . • I expressed my interest in some planned issues and asked for other things to do

16. Did the newspaper publish any of your work? Why or Why Not?

- . • Yes, it published an article I did about the difference between celebrating Ramadan in the States and Egypt.
- . • Not yet, because they thought that I cannot writing something outside my specialization, but I suggested to write something about the stereotypes about the Americans and about Egyptians, they like this and asked me to submit it to them via email.
- . • It will be published next week and they will mail it to us.
- . • I wrote one piece of opinion and wrote another about my experience in the United States. They are not published yet.
- . • Yes they published one column to me about (How US policies distort and harm Egyptian view of US). They are going to publish another column to me about "homeless in US."
- . • No, they weren't open up to such a thing
- . • No, but they already asked us to write a column about our impressions and I told them that I am not an expert in column, my main interest was spend more time in each section to be involved with the process.
- . • Yes, I published only one story about Muslim's celebration of feast in Bowling Green. It was a personal initiative for Yvonne, the religion editor. I think that she believed in me and of course because I am a Muslim. But I cannot blame the people in the newspaper for not assigning us because we are foreigners and unacquainted with the community. So I recommend either extending the interns period or including more newspapers with different approaches.
- . • I presented as any reporter at the Birmingham Post Herald my idea at the daily meeting. It was about the Muslim community's celebration of Eid El Fitr festival and they approved it at once and sent a photographer to take pictures of this too. At the morning we went to cover the celebration which was attended by two thousand Muslims from all over Alabama then we followed an American Egyptian family to their home. Later I returned to the newspaper and wrote the story and it was published next day as the main story at the Metro section (about 1200 word) with many pictures and one myself telling that I am visiting Egyptian journalist. I went with some reporters in their stories too. I did stories to my newspaper too.
- . • Yes. It was a story about how the American Interest might be affected if Gamal Mubarak took his father post.
- . • No they did not. They offered us a chance really to do that but I was not interested in writing in English.
- . • No, because I am not a member of the staff.
- . • Yes!! An interview with William Baer, an author, and an article about the Borders, and a piece on my own experience.
- . • No we felt that they were not willing to make us practice they were not prepared for it also.

17. How did the newspaper staff interact/react to you?

- . • They were very helpful. On the professional level, they were more than willing to explain for us their work and the way the paper was run. They were even better on the personal level as some of them were keen to take us out and invite us to their homes to give us a taste of the American family.
- . • They were very nice, but they do not know how to benefit me!
- . • They were very helpful and willing to send us to many places and to give us more information and attending their meets.
- . • They reacted friendly. We shared our experience and we learned from them and they learned from us.

- Most of them were interacted and reacted to me.
- They were very nice people; they tried their best to help us and to make our stay enjoyable.
- They were very nice and very helpful whenever asked about something they gave me explanation about everything.
- AS I said before, the people with the newspaper were more than friendly and very helpful. We succeeded in developing personal relations with most of them. Some of them invited us to their homes. While others were kind enough to accompany us while they are working. We went to the state council meeting, met with the city mayor and the space station as well. They were kind enough to invite us to their daily and weekly meetings. Also we attended their meeting with Jeffery Sessions, Alabama's Senator. They gave me the opportunity to have an exclusive interview with him.
- They were very helpful and supporting. We exchanged ideas and experiences and they even introduced me to their colleges at the competing newspaper the Birmingham News and I went there too.

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A  
-  
9

- The experience in general was good and enjoyable.
- As I mentioned before on the personal level they were very nice and decent.
- Cooperative as their own circumstances did not.
- They were very helpful, very encouraging. The feature editor encouraged me a lot to suggest my own ideas, and helped me in editing my stories.
- They were very helpful in all means, they tried to take us to places they reported their stories in, and tried to make us see most of the things we asked for.
- They were so helpful and trying to help us and answer our questions as much as they can. It would be better if we go to bigger newspapers.

**18. Rate these Program Elements: Circle One**

Information about newspaper	1	2	3	4	5	6	7	8	9	10	NA
Accommodations	1	2	3	4	5	6	7	8	9	10	NA
Transportation	1	2	3	4	5	6	7	8	9	10	NA
Information about city	1	2	3	4	5	6	7	8	9	10	NA

**Comments:**

- The information about the paper was really insufficient especially that they don't have a website and it was only on the first day of the internship that we knew anything about the paper. When we first arrived to Huntsville none of the contact persons were available to receive our phone calls. We had a problem in the accommodation when we first arrived as the hotel turned out to be a motel on the highway, away from all means of transportation and even away from the newspaper. Talking about the accommodation raises an important point. The large discrepancy between the kind of hotels different people of the group were sent to. Where we were sent to the motel where there is not room service and they clean only once a day our friends were sent to luxurious hotels on half board basis (the stay included breakfast and dinner).

. • The hotel as a place and view was good but as housekeeping and treatment wasn't so good.

. • The city is great, we were lucky as there was a lot to see and enjoy in Columbus. The hotel was fine. The traveling was very tiring and I was surprised to know that the airport is only ten min. away from the hotel. So was it a matter of saving money. I think a plane from Nashville to Columbus would have been better for us as it is almost five or six hours trip in the crammed van. And you can imagine how was the trip for people who were further up north in Canton. I suggest that you should think of changing traveling plans to make it easier for us even if it had to be deducted from the transportation money you gave us for our stay which was more than enough.

. • Unfortunately we did not have much information about the newspaper or its staff. When we tried to get some from the internet, we discovered that its website was for subscription. But when we arrived there, Curtis, the metro editor was kind enough to give us detailed information about the newspaper. We learned more form our staying there. For the accommodation, the first hotel we were signed in, Extended Stay America, was a totally disaster. IT was on the highway, with nothing around it and very far away from the newspaper. Our room was in the first floor and open on the street, we did not feel safe in the place. Moreover, there were not any room services, no supplies, no cleaning. We asked Jerry Barnaby that we cannot stay at this place, but his answer was that we asked for a hotel with a kitchen and that is what we found! At night, we decided to change the hotel. We called jerry and told him so. He agreed but we made all the arrangements by our own. Hampton Inn, the new hotel we moved to, was not too good or too bad, we managed with it except that there was not a laundry there and we had to go to the nearest hotel to wash our clothes. For the transportation, we were astonished when we realized that there was not any public transportation and we have to call first to get a cap. Caps cost fortune but the transportation allowances were quite enough to cover the costs and to go to Columbus, Ohio. I feel that a bit of discrimination between the group. Some were staying in much better hotels. Some were staying in suites, while others had the chance to have their own room without a roommate. Why this discrimination?

. • I just have one suggestion related to the information about the newspaper that we have to know earlier about the newspaper so that we may have started connecting the prior that what we did. We may have a longer period of following the newspaper. This would have given us a chance to know there style.

19. Describe how did you review the city, accommodation and transportation information provided by program staff?

*International Journalism and Media Management Training Program Semi-Annual  
January 15, 2004*

A  
-  
9

. • It was totally different form what we saw when we went there but I don't believe that it was the fault of anyone, just that we expected a city larger than Bowling Green.

. • It was very poor specially the information about the city.

. • We didn't have enough information, but I discovered by myself and it was easy in my city and with the help of many families there. Maureen Hayden the staff writer, was preparing for us a lot of visits before we go

there, and she introduced us to a lot of Muslim families from different nationalities, and a lot of American families as well who were very nice. Maureen Hayden was very helpful.

- Not enough. They were just information on papers. I think the interns should speak with the contact person a lot before leaving for the internship.

- Birmingham is a quite calm and nice city. I moved and traveled safely everywhere.

Accommodations was not much enough. I was invited many times to lunch, I found in the end that I was invited to just a new place to see not for the lunch itself. So I had to pay in the end about \$20 in one meal. I choosed to ride taxies in Transportation for the buses come late and many people were insisting to speak to me without knowing me. They were nice people, but I did not used that. So I rode taxies. I think the information I got about all of these was good to far extent. But sometimes in real, I was find myself spend more or search about other places in the city that I might have a new experience in it.

- The information was good and enough to start with.

- I read the file given to me, and searched on sites on the web.

- For the city, Marilyn brought us some handouts. They were useful as a start and we went through the Internet after that for more information. We did not know anything about the hotel and it was a totally shock when we first arrived to the Extended Stay America. Also, we did not know anything about the transportation in Huntsville or how much the cap would cost us.

- I started by reading them and tried to get more by myself. I went to the internet web sites and got a lot of detailed information relating the place where I will stay, the surrounding area which by the way proved it be unsafe at night. I gathered information about the newspaper and I read the competing newspaper to help me draw the comparison. I tried to get as much information of the city attractions and the attractions in the surrounding cities and how I can reach them. I made my own schedule based on my searching. Of course I got the detailed map and did my best to study it and locate everything on it. I tried to contact main figures through the net and tried to come up with ideas that I can write about in my stories.

- Good

- The city is great. The accommodation is good, but the taxi cabs (the only practical mean for transportation) is little expensive.

- I was involved in a number or reporting missions: to skin cancer, a family who gets health care service, the national museum, and a frank sinatra's shoe in the civic theatre, plus the shopping mall!

- Everything was very good the hotel was nice, the money for the transportation was enough.

- The information, which was provided, about the city and the other stuff mean of transportation itself was so helpful and paved the way for three weeks of nice visits. Or course, we took a look at it before going there: we read it in details after arriving. We had to find more information, the front desk in the hotel was a great help to us and we didn't face a real problem concerning the expanses in the internship city were higher than here in Bowling Green.

20. Did you make any special requests and how did the newspaper staff accommodate such requests?

- I asked them to help me more in writing headlines and editing my stories and they made me spend like 4 hours with the sub editors to show me how is it done.

- It was just one request which is: I want to see the tourism sites or know the environmental issues in Canton, but they have nothing to do!

- Yes I asked to know about the economy of this city and the business editor had a satisfying conversation with me, and to go out with many reporters and they responded to this.

- We requested to meet investigative reporters for example and they arranged a meeting. Every request on our parts was considered and handled very well.

- Yes I asked to learn more about On-line journalism. They were nice to search for somebody to teach me while Dave was traveling. But they did not find a suitable person to help me.

- They actually tried their best to accommodate all our requests. Whenever we said we want to do or see something in the Dispatch they tried their best. If they knew more about us and what we wanted to do before we go there, it would have been a better experience. The Dispatch is a big company and there is always a good chance to do a lot of things and to see new trends such as Convergence.

- Yes I needed to be at the post at 6am and it was not safe to go there by my own, so one of them offered to pick me up from the hotel and she did.

- The newspaper staff met all the requests we made. They took us to the space center, arrange meetings with the publisher and the editors. They also arrange for an appointment with the mayor. They give me the opportunity to have an exclusive meeting with the senator of Alabama.
- I was very keen of learning about the Associated Press style. They gave me the chance to sit with the copy editor while reviewing the stories because I believe that trial and error is the best way to learn. I wanted to write a story about the jury system which is different than our system. They gave me a name of a judge to contact and I went and attended 2 trials. I interviewed the juries, lawyer and judge to estimate this system. They welcomed my suggestions concerning ideas even about the design and invited me to there meetings like any staff member. I suggested doing a story about the Eid El Fitr festival and how the Muslim community in Birmingham celebrates this. They welcomed that and send a photographer to cover it too. They involved me in all the procedures relating to that even In addition to photo editing. I asked to go with reporters in different stories and they let me go with the available ones. I went to a story at 11:30 pm at Thanksgiving Day and I returned at next day at noon after doing a story about the crazy shopping at this night.
- Yes. I asked to spend some time with the web masters and they responded in a very gracious way. Also whenever I have any question at any time about anything the whole staff helped me give answers and I enjoyed working them.
- I asked for a crime reporting, but they did not have a crime section. I did a crime coverage for only one time.
- We asked for many things and he reacted as much as they can, but I wanted for example to spend more in the business section, to see how they worked more closely and on daily bases.
- As I mentioned before that they newspaper stuff were so helpful and ready to address all our questions and needs.

21. What aspects of the internship program do you think need changing and why?

- I think the newspapers should be aware that the internees are professional journalists in their mid-career and thus they will assign us with more work. I think if our tutors would provide the newspaper with an evaluation for the points of strength and weakness in each of us, it might help them in determining the best way for us to benefit from the internship.
  - The period of the internship has to be longer, and in large newspapers than these we were and each journalists has to go where he can benefit.
  - Bigger sizes cities and newspapers.
  - Time: there should be more time.
- Schedule: There should be re-planned schedule for the interns  
 Contact: The interns should have started building up relations with contacts in the newspaper
- The internship program needs more coordinate between the officials of the internship newspaper and the director of our program. As an example, if May wants to learn about the on-line journalism, the director of the program must contact many newspaper and pick one, he will sure it gives Mary what she needs to learn in the whole period of the internship.
  - I think that more preparation was needed and I believe we should had a schedule or plan prepared for us before going there.
  - I think they need to know more about us before we go there, and we need more time to spend there.
  - I believe it would be better if we have the chance to visit different newspapers and magazines and to extend the internship period.
  - I think that here are the number of things that I need to be reformed to make the internship more useful: 1) The length of the internship needs to be longer 2) The questioner that we did at the pre-departure training needs to be taken into consideration to help giving everyone what he or she expected. 3) We need them to know more about us and our work before we arrive and start have communication together because this will save time and make us start earlier to get the benefit we really need. 4) We can rotate at the first week between sections then we work at the ones we are really interested in and wont happen except if the period of the internship exceeded and the first part of the program changed in time, quality, and topics. 5) We need more in the practical part in Bowling Green. I mean the daily online magazine that we used to issue here. I prefer this way over the other basic pre known information that we have been taught and took a long time. The online magazine was a good preparation and training.
  - It needs to be longer and also communications with the contacts should start earlier.

- It needs more planning with the newspaper. Work on a formal schedule so they and us would abide by it. At least cover the basics and leave some space for the ongoing things during the day.
- The short time should be changed for a longer one, because when we begin to know how the system works and interacts with the period of the internship ends. Should be 1 or 2 of area interest for each trainer to benefit fully from the internship.
- I think the period of the internship should be longer, because this is the most useful part of the program. I also recommended that the staff in the internship newspapers should know more about the Egyptian press and community.

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A-9

- A senior journalist told me when I gave her my e-mail, "do you have yahoo in Egypt?!!!!!!!" I recommended that you give them the website of Al-Ahram weekly newspaper to get an idea about our community and journalism.  
[www.weekly.ahram.org.eg](http://www.weekly.ahram.org.eg)
- The organization in putting a plan, and giving us more time to participate. To go to the different sections, and stay more with each one of them.
  - We need to go to a much bigger newspapers, to find answers for our questions and needs. A bigger newspaper will have a real foreign desk, which would help me in developing my performance as a foreign desk editor. In the same time, I will get the chance to apply this idea of "rotating between different sections" in my free time or two days a week. We need to get a longer period for our internship, three weeks are not enough.
22. How is this type of internship beneficial for journalists? (Use your experience as an example).
- It is beneficial when you are learning more about your beat, if for example, I was given the chance to cover economic news in Huntsville and compare it to the kind of reporting I do at home. Also it helps if you are developing your skills by covering a new topic that you have never been exposed to. In a foreign country it helps because you will know more about people from another culture.
  - I think that this internship does not benefit for journalists, for example, I went to newspaper which does not have my specialization and according to what the people told me, the travel section exist in the big newspaper only!
  - Being exposed to different culture and people writing in different language than yours is very beneficial.
  - Very beneficial if the things I aforementioned put in consideration like time and pre-planned schedule that is drawn up by the interns, the program director, trainer and the contact.
  - It was more good to me than just listening to information in KY university. For the information I got from the internship was in a more practical way. There was always somebody speaking to me, not to 15 as in university, about how I correct this or that to reach the American style in writing. The most important they were teaching me why to do this or why to not to do that in a very simple way. I wished that the internship period was at least 6 weeks or our 2 months here, for I got a lot from it, especially by working with the American journalists.
  - The over all experience was very good and fine but when it comes to learning new skills or techniques or trying our hands in reporting it wasn't that fruitful, though with some preparations it could have been better. I needed to meet with editors and I meet just one. I need to know a lot and more about different departments but actually there was no time for that. I need to know more about the management aspect of the job and to see how they solve their day to day problems and I didn't do that too. The online where I expected to learn a lot was very modest compared to the online where I work.
  - I think my internship was very useful in general, because it offers me an opportunity to see my colleagues how they work in different environment and facilities. It also give the opportunity of knowing other culture and images.
  - I made benefit from exploring a different type of journalism we do not have in Egypt and to interact with the Americans.
  - Learning how to run a newspaper and journalism online.
  - I expected a lot from the internship. I wanted to know more about the techniques the reporters use to get information because this is the most difficult part of the process. I wanted to know how the newspapers increase their circulation because we had a declining circulation in Egypt and I hoped I could find a solution for this problem and how to increase the readership and survive those crucial and vital issues.
  - I was expecting a full engagement in the whole process or reporting. Busy schedule. I mean.

I expected to know more about the problems that we were facing, the readership decline, advertisement, the layout, how they are dealing with the business news specially the information and high tech news. But unfortunately they didn't have a problem in the Dispatch newspaper, as they are the sole newspaper in the city, they have no competition. The newspaper also has no problem with advertisement as they increased the number of pages if they have more ads. Which is something very cost consuming if we applied in Egypt. As for the business section we visited it once and I asked to be more involved but they were not willing to do so or let me participate.

I expected more practical work, more answers for my questions concerning layout, reader questioner and market studies.

Thank You, Western Kentucky University Public Broadcasting & Internews Network.

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A  
-  
9

Appendix A-10 Training of Trainers Handbook (from web)

# Training Handbook

**Egyptian Journalists Present Their Favorite Training Tips and Ideas**



Written and edited by the first group of Egyptian journalist to be trained in the International Journalism and Media Management Training Program at Western Kentucky University

Abeer Bishr  
Amani Fikri  
Ghada Madbouly  
Maissa Gaber  
Mary Fikri  
Rania Khallaf  
Soha abd El Wahed

Abir Saadi  
Ashraf Nagy  
Hanan Fahmi  
Manal Agrama  
Noha Moustafa  
Sherine Razek  
Tareq Aglan

Youssra El Sharkawi

**Acknowledgements**



A partnership between Western Kentucky University and Internews Network funded by a grant from the United States Agency for International Development

**Forward**

**“Why simply add when you can multiply?”**

That was the belief of the 15 Egyptian print journalists who attended the train the trainer workshop and created this handbook. After three weeks of university

training in journalism and another three weeks interning at mid-sized American newspapers, this group pooled their experiences and wisdom. They planned to multiply what they learned in America when they returned home by training, mentoring, speaking to and coaching other journalists, knowing, too, that the more they teach and coach, the more they strengthen their own skills. This handbook is designed to assist them and anyone else who wants to help others improve their writing skills.

The sections in the handbook came straight from the workshop activities, but we'd like to especially thank Roy Peter Clark and Don Fry's book, *Coaching Writers* and the Freedom Forum's "Top 40" booklet for ideas and inspiration.

Thanks, too, to Jerry Barnaby and George Papagiannis, International Journalism Media Management Training Program co-project directors; Peter Laufer, lead trainer; Shannon York program associate; Marilyn Greer, project coordinator; Western Kentucky University School of Journalism & Broadcasting director Dr. Pam Johnson, and faculty members Dr. Paula Quinn, Dr. John Barnum, James Highland, Joe Corcoran, Jo-Ann Albers, Barb Deeb, Wilma King Jones, Tim Broekema and James Kenney.

Please let them know if you found these activities and insights helpful.



Jackie Bretz Train the Trainer Workshop Leader 226 Mass Media & Technology Hall 1 Big Red Way Bowling Green, KY 42101 270-745-6407

[Jackie.bretz@wku.edu](mailto:Jackie.bretz@wku.edu)

# Table of Contents

**Each Section is a MS Word Document**

[Dealing with Difficult People Tips Favorite](#)

[Activities](#)

(includes debate over truth vs. society and comparison of Egyptian journalism with US)

[Feature Writing Presentations](#)

(includes basic feature writing, crime features, different styles of features and generating feature story ideas)

### Teacher Influence Ideal Editor

### Tips Planning

(includes training on business reporting, editorial writing, interviewing and press conferences and newswriting)

### General Training Tips

# How to deal with Difficult People Tips

Editor Hanan Fahmy

### *How to Deal With Difficult People*

As journalists we deal with difficult people most of the time. This could turn out to be a nightmare if we have to deal with difficult people at the workplace as well. They could be difficult because they are arrogant, stubborn, ungrateful or for any other reason.

Difficult people could be our boss, colleague/s, or junior/s. Sometimes, choosing to run is not the best way to solve the problem. Here are some tips that may help when dealing with difficult people.

#### *Dealing with a difficult boss:*

- 1) Do your job in a way that he cannot find the slightest chance to blame you. If that doesn't work, try to make him a friend or at least neutralize your relationship with him. But if that fails, move to the next step and ignore him so that the only relationship you have with your boss is a business one. He cannot ask you for more than your work.
- 2) If he is moody, wait until the right moment comes when his/her mood is better, and deal with him/her then.
- 3) If he is bad mannered, establish limits and make it clear what you will accept and what you will not. He may try to test you, so you have to be very clear that you

won't accept that behavior.

- 4) If he becomes angry suddenly, just avoid him and wait for a better time to explain things to him.
- 5) If he is aggressive, try dealing with him by taking the initiative to discuss the problem. Speak gently and logically with him by asking why does he you treat me like this or if he is upset at you for something specific.

6) Try to have conversations about things outside of work to reach a better understanding of each other. Reach him on the human aspect, share your vision with him, explain your ideas in different ways, convince him that you are working on the same side with him, show respect of his ideas and discuss disagreements in private.

7) If he is a lazy boss, always counting on you asking you to write his name on your articles, tell him that you already have things to do and that you are too busy. If that doesn't work, you should simply stop helping him. If more troubles occur, then you should ask to be transferred. Avoid staying in this situation.

If these tips don't work, then it is time to think about looking for another job.

### **Dealing with difficult colleagues:**

#### **Lazy ones:**

- 1) When you are the boss: Discussing the problem is the first place to begin, but be very serious and make him understand that this is his last chance or he will face bad consequences if the situation doesn't change. You must show who is the boss.
- 2) Overload him with work. If this doesn't work, it is important that those who work under your authority know that you are serious about consequences if they don't do what they are supposed to do. You must show that you are strong enough to enforce consequences, and if they don't sense that authority, they will never respect you.
- 3) Try to turn him into a friend.
- 4) Ignore him.
- 5) Report serious problems to your senior.
- 6) As a last resort, you may have to convince the person to improve or that this job is not for him. 7) Be patient with him, gain his confidence and treat him kindly. Discuss his ideas with respect and deal with his mistakes in private
- 8) Talk with him and try to figure out what are the real reasons behind the problem. He might need a training course to upgrade his professional skills or a vacation for two weeks or so. If the problem remains, then it is better to give him a one-month notice to decide whether to remain in his job and produce properly or to be shifted to another department. Put the choice in his hands.
- 9) Confront him calmly. Pick the right time and talk to him logically, citing examples and instances of the problems and mistakes that you have thought of in advance. This person will act surprised and probably start to deny and attack you. Stay calm and organized and avoid arguing over details. Make it clear that you do not want to fight and that your purpose is to have a better work environment and relationship.

### **Angry ones:**

- 1) Those people may be angry from something outside the newsroom. All that he may need is someone who can listen and understand his reasons. Talking it over works with that person most of the time, especially when you tell him that what he is doing won't ease his anger but might get him in a worse situation.
- 2) If someone is angry about something that happened inside the newsroom, talking it over might help, but it's important for you to know or understand the reasons for their anger. Most of the time angry people are hard workers who may get hurt very easily, so a few words about how important they are to the newsroom might resolve the situation.
- 3) When someone's angry, to absorb their anger and not be angry back. 4) Convince them that they have a valuable point of view, but you have another one that might work, too. 5) Avoid becoming involved in a hot discussion with angry people, because you know you will not reach a solution that way. 6) Try to show them that it is not a personal conflict; it is just a difference of opinion about work. 7) Let them decide what they want to do about the problem—even if you don't do what he recommends, he feels better that you asked.

### **Personal experience:**

A year ago three of my colleagues had to take vacations for different reasons, and it left just two of us in our section. I had the hardest time of my life trying to push my colleague to work harder. Then I decided that it is time to talk about it.

We went for a cup of coffee and chatted. I started to tell her that I really used to like her work but felt that she was now less interested. When I asked if there were a problem that I could help in, I touched a chord. She burst into tears and said that she was not getting enough credit for her work. After 12 years of working, the font with which her name appeared in the newspaper was the same, and she hasn't had a raise in five years. On top of this, her husband did not accept her being out after office hours, so she missed a lot of important early evening conferences and seminars. The only logical solution after learning about her problems was to go to my boss and tell him about her frustrations. He promised to make some changes starting the following month. When she heard about his plans, the difference in her willingness to work was unbelievable.

This experience made me feel that the difficult people are that way because they may have problems. Sometimes it will help to discuss these with them and to approach them with a friendly attitude.

### **Dealing with juniors:**

- 1) It is always very difficult to tell junior writers that they have to rewrite their stories; it always ends in a very bad situation. 2) Though it took me a great deal of effort to be keep my composure in order to convince them of my point of view, I found out that being friendly and trying to understand their angle works. Being calm, cool, collected and listening to what they

need to say brings better results.

3) Gaining their respect by respecting them is something that is essential in working with a group of younger writers. 4) Socializing during coffee breaks is very important for work relationships. 5) Have a big heart. Be a friend and a coach but firm at the same time. Don't totally remove the barriers. Be professional. 6) If these tactics fail, you may need to be firmer and remind them who is boss.

### *Dealing with enemies of success*

You may be lucky to get a promotion. Still, you may be unlucky to have colleagues who envy you. Success always has enemies. After the promotion, many will tell you that you've changed. A frank discussion will be effective then to find out what they think has changed in your personality. Of course there is a change, maybe in personality but definitely in position. And if you have truly earned this new position, confront them in the beginning and learn to ignore them. You may have to turn your back on them or as a last resort, ask the editor-in-chief to put an end to this situation.

*The trainees credit classroom discussion and Dow Smith's article "Dealing with Difficult People" published on the RDNTA website*

# **Favorite Activities**

Editors Amani Fikri and Ghada Madbouli  
**Favorite Activities**

***By Amani Fikri and Ghada Madbouly***

**The four corners:** 1-The trainer chooses a controversial topic of interest to the group. 2- Place four papers at each corner of the room which state agree, somewhat agree, somewhat disagree, and disagree 3-Announce the topic to the group. Then ask them to make a decision about without saying it out loud and go to the corner the expresses their opinion. 4-Each group will write the reasons they chose their corner on a piece of chart paper. 15 minutes is the time limit. 5-Set the rules of debate for taking turns and time and ask groups to abide by the rules strictly.

The trainer should impose a time limit for the arguments.

6-Each group will have few moments to explain why they chose to stand in their corner and read out loud all of what they wrote without any responses allowed. The other groups may revise their reasons and individuals may choose to change which corner they want to stand in. Give about 10 minutes for groups to revise and discuss before the debate begins.

7-The first group that stood under the “agree” paper reads their best reason. Each of the other groups is allowed to ask one question and make one comment to the “agree” group.

8-The activity repeats these steps until all of the groups have had an opportunity to make a statement and answer questions from the other groups.

9-This activity is very educational and fun: -Trainees like interactive work. -People practice taking a stance and learn to defend it. Groups also learn to respect other people’s opinion when it’s their turn to express it. -It represents the kind of thinking you use when writing an editorial piece in which you need to be aware of how others may disagree with you.

### **“Truth or Society: which is more important?”**

Report from the four corners activity to improve the quality of opinion writing-

Participants listened to a statement about a controversial issue and stand in one of the four corners that most closely represents their opinion about the statement.

Those under each sign: agree, disagree, somewhat agree or somewhat disagree, will list as many reasons as they can to defend their opinion and to refute the others’ opinion.

The debate was on this issue: “the newspaper’s first loyalty is to truth, and then to society.” Under the agree sign there was Abeer Bishr, Ashraf Naggui, Mary Fikry, Sherine Abdel Razek and Soha Abdel wahed. On the sheet of chart paper they wrote that they all agree on this statement because of the following reasons: -Society needs the truth and our mission as journalists is to reveal the truth. -Hiding the truth misleads. -Some of the information we know about our society comes from foreign sources, which could be biased. On the somewhat agree corner stood Maissa Gaber, Noha Moustafa, Rania Khalaf, Tareq Aglan and Yousra El- Sharkawi joined later.

On their sheet they wrote:

-Truth hurts and if you want to make any change in the society, journalists have to say the truth --but sometimes they would find that telling the

truth could be harmful to the society such as in case of revealing military secrets or revealing the names of rape victims.

- In a conservative society journalists have to be cautious about tackling thorny issues such as homosexuality, so even if you want to say the truth the society cannot accept it easily.
- Journalists have to strike a balance between what to say and what not to say. -In a society with a high rate of illiteracy that depends on verbal culture, journalists have to be careful about the truth they publish.
- We don't have a lot of recent or accurate surveys, statistics or figures in Egypt, so a journalist could think that he is saying a certain truth, from his point of view, while he could be misled by the wrong kind of figures or charts he/she depends on.

Under the sign of somewhat disagree stood Abir Saadi alone. She wrote on her sheet the reasons she believes she somewhat disagrees with this statement: -Loyalty to truth depends on the issue or the situation journalists deal with. - Though readers and society are the most important things to any journalist, saying the truth depends on journalists' credibility. - Sometimes saying the truth is not as important as ignoring it, for example sometimes we need to protect our sources. -There is no perfect society and we have to take this into consideration. After listening to Abir Saadi's argument, the participants standing under the sign

of somewhat agree thought that she mostly echoes their opinions and they all consolidated under the sign of somewhat agree or disagree.

On the disagree corner stood Amani Fikri, Hanan Fahmy, Ghada Madbouly and Manal Agram. They wrote their reasons for disagreeing with this statement on the sheet of paper. Society should come first.

- The professional conscience of the reporter determines which comes first, truth or society, and whether it is best for the people to know the truth or to hide it in order to protect the national interests at first. For example, on D-day, when the Allies decided to start the invasion of France on the shores of Normandy, one of the military leaders gathered the reporters and told them the exact date and time of the invasion and he added that he relays on the professional conscience to publish or not. No one published anything.

### ***The carousel activity***

The trainees were asked to do a carousel activity, i.e. that they were given a subject for comparison, to see the aspects of similarities, differences and reasons one is better than the other.

- 1) The trainees were divided into three groups. Every group chose an aspect to write about (ex. 1. the difference between the American & the Egyptian journalism, 2. the similarities between American and Egyptian journalism, 3. how one may be better than the other).
- 2) Each group was given a large sheet of chart paper and a colored marker so that each group has its own identifying colored marker.
- 3) After 15 minutes of writing examples, the groups exchanged their charts and added their ideas to the chart that was begun by another group. If they disagree or want to make changes, that's okay. Wait 10 minutes and exchange once more so that all groups have had an opportunity to add their ideas to the charts. The charts then return to the groups where they began.
- 4) All groups should have the opportunity to read or hear read the complete charts. Debate those points where there may be disagreement.

- . • This activity is very useful because it teaches teamwork, brainstorming an idea, and evaluating any given experience.
- . • It also gives participants a broader idea of what other people think about a complex or controversial topic.
- . • It's a fun activity that involves sharing and exchanging ideas.

### **Egyptian & American Journalism: alike and different**

Two months of professional training in the United States that included a three-week internship at mid-sized American newspapers has changed a lot of the perceptions that 15 Egyptian Journalists had about the American media. The following is what these journalists saw as similarities and differences between the Egyptian and American newspapers. Some of the differences and similarities mentioned may not be applicable on larger nationwide American newspapers. The group created this list through the carousel activity during the train the trainer workshop.

#### **The differences:**

- . • American local newspapers focus more on local issues. They dedicate limited space (sometimes none) to international affairs.
- . • Ownership in American newspapers is private which is limited in Egypt.
- . • There is a lack of competition for the mid-sized American newspapers as most of the cities we visited had only one newspaper.
- . • The publisher has the upper hand in the American newspapers while editor in chief is the highest authority in Egyptian ones.
- . • The Americans may have an ombudsman (public editor) who reads the published articles thoroughly and gives the reporters feedback which is based on public opinion and input.
- . • The American newspapers put a lot of personal information (name, age, exact address, etc.).

- Lunch break is essential for American newspaper staff.
- In most of the American newspapers, no ads are published on the front page.
- The mid-sized American newspapers mainly depend on the Associated Press as the main source for their information on the national and international levels. In the Egyptian case, there is a wide range of foreign news agencies (Reuters, AFP, AP ) besides the local MENA .)

### **The similarities:**

- The same criteria are used in determining what is news (Prominence, Impact, Conflict, Proximity, Oddity and Timeliness.).
- In both cases it is believed that objectivity is something which can't be fully achieved.
- Both have some sort of self-censorship
- Americans face the same problem of declining readership.
- The reporting techniques and skills are the same.
- The same daily problems (inaccessible sources, deadlines, writing issues such as “killing the babies.” etc) .
- They both give advertisements priority at the expense of the editorial content.

### **Which is better?**

- With the three biggest nationwide daily newspapers controlled by a governmental body, the Egyptian press is not subjected to the influence of pressure groups or driven by bottom line maximizing concerns, a shortcoming that American newspapers face.
- American newspapers are better than Egyptian in terms of management.
- The headlines are written separately from the stories, which is a negative aspect in American press.
- American newspapers are privileged to have routine readership and marketing surveys.
- The American newspapers have specialized editors (photo editor, headline editor)

### **ICEBREAKER--The Journalism workshop people search**

The trainees will receive a sheet with about 10 questions relating to journalism or general information and be asked to find individuals to answer only one question each from the sheet and initial it. This activity helps people to get to know others in the training who may be total strangers. It also helps them to mingle and interact in a casual way that introduces the journalism training topic. The trainer will allow about 15 minutes to complete the activity and if possible, award a prize or compliment the person who finishes first.

# Feature Writing Presentations

Editors Rania Khallaf and Youssra El Sharkawi

## **Basic Feature Writing Training**

Created by Ghada Madbouly Maissa Gaber Noha Moustafa Sherine Abdel- Razek.

### **1) Specific topic:**

Feature writing is the topic of this training course. The first session will be dedicated to general theoretical introduction to inform the trainees about the basic elements of feature writing. In each session, apprentices will be assigned to write features to be discussed in the following session. The following sessions will be a process of learning through the discussion of previous assignments, pinpointing the points of strength and weakness in each and wrap up with a set of writing tips.

### **2) Target Trainees:**

The target will be a group of ten apprentices.

### **3) Time Frame:**

The whole course will cover a period of three weeks

Three days a week

Two hours a day.

#### ③ The hour session will be divided as follows:

10 minutes: reading the first assignment

15 minutes: commenting, criticizing and discussing the assignment by the group.

5 minutes: wrap up the outcomes of the discussion.

The same process will be repeated with the second assignment.

#### **4) Focus questions:**

- .- To what extent the feature story meets the PICPOT (prominence, impact, conflict, proximity, oddity, timeliness) criteria?
  - .- How does the style suit the topic of the feature? (serious, humorous, critical, etc.)
  - .- How much is the human element emphasized in the story?
- Does it have enough color?
- Were there any illustrations or statistics that supported the argument in the feature?

#### **5) Print materials:**

- . - Textbooks dealing with the art of feature writing
  - Samples of good and bad published features
- .- Electronics and other accommodations.
- Projector
- Coffee and refreshments will be served during a 15-minute break in the middle of the two-hour session.

#### **6) Training activities:**

During the discussion we will choose certain topics through which we will shed light on interviewing techniques and analyzing statistics.

Assigned apprentices will submit features to be discussed through the session using printouts and the projector for correcting and editing the stories.

#### **7) Assessment methods:**

At the end of each session, trainees will get evaluation forms that they have to submit on the following session.

### **Training Guide for Writing Crime Features**

**Tareq Aglan (Messa Newspaper) Manal Agrama  
(Television Newspaper) Mary Fekry (Watani  
Newspaper) Ashraf Nagy (The Egyptian Gazette)**

#### **1) Specific Topic:**

Crime Features Writing

#### **2) Target Trainees:**

Crime feature reporters.

### 3) **Timeframe:**

The whole course will cover a period of three weeks, 6 sessions , 12 hours

2 times a week

1:30 a session

#### ③ **Hour Plan:**

15 min: introduction of lecture with power point demonstration	20	
min: video conference with award-winning feature writers	20 min:	
discussion panel	20 min: practice (group work)	10 min:
evaluation		
5 min: conclusion and wrap up.		

### 4) Focus **Questions:**

- How can crime features be best covered?
- How does this training relate to what you already know?

### 5) **Print materials and Electronics:**

- Agenda. -Handouts.
- Tips.

- References to books in the field (biographies).
- Samples of different schools of feature writing.
- Desktop computer for videoconference
- Printer
- Scanner

- Telephone

### 6) **Training Activities:**

#### **Training on Samples**

- **The trainer will choose a sample for discussion**
- For example: Zekra's Massacre**

(Zekra is a famous Tunisian singer who was shot dead recently. In a bizarre twist in what seems to be a crime of passion, the singer's new husband, Egyptian businessman Ayman El Seweidy, shot the singer, his company's manager and the manager's wife with several rounds. Investigations revealed that El Seweidy committed suicide with a single gunshot to the head after committing the murders.)

- Trainees will be asked to assess feature reporters on the crime.
- Trainees will participate in a discussion panel to discuss all about the features.
- Trainees will be required to write feature on the crime.
- A layout designer will be invited to take about the use of layout and illustrations for crime features. Also a criminological expert will be invited to talk about the crime.

### **Different Styles of Writing Features Training Guide**

-Hanan Fahmy: “ El Wafd newspaper”

-Amani fikri : “ El Wafd newspaper”

-Abeer bishr: “Hhawa magazine”

-Yousra el sharkawi: “ Al Ahram Daily “

-Specific topic:

To develop different styles of feature writing and introduce new techniques such as using remarkable quotes to make the story more vivid and to attract readers. As part of this style development, we will discuss also the potential use of statistics and graphics.

-The target trainees: Our target is mid-career professionals whose age ranks between 30-35 years.

-The time frame of the training: As we designed it to be a sort of informal training, so this training will last for one hour a day, five or six hours a week for a whole period of a month.

-The style of the training:

We will use the informal style of open discussion.

Our first hour -Break down the barriers and build relationships through humor and discussion about life outside of work and other areas of interest.  
5 min.

- Give a general introduction about the major goals of the training program.  
10 min
- Trainers will choose two feature stories which deal with the same topic but from two different newspapers or magazines. Trainers will be encouraged to start the process of discussion to criticize the points of weakness and strengths in each story.
- Trainers will direct the discussion in order to tackle the topics of style and quotes and transitional sentences. This discussion would be a general introduction to the next session. 40 min
- Wrap up and summarize the major topics; discuss some of the trainees’

own work in regard to the comments and notes we make about the two features. 5 min

Note:

We will have soft drinks, muffins and sandwiches.

### **Training Guide For Generating Feature Writing Topics**

Created by

Rania Khallaf : “ Al Ahram Weekly”

Abeer Saady : “ Al Akbar Newspaper”

Soha Abd El –Wahed : “ Al Ahram newspaper”

1) **Specific Topic:**

- How to develop general feature writing techniques; generating ideas for feature writing will be our focus.

2) **Target Audience**

• Training the students at faculty of Mass Communication, Cairo University. Our target trainees are students in their last year at the journalism department (15 students).

• They are students of journalism and are trained to be professionals and feature writers. There will be 3 trainers, 2 each time

3) **Timeframe:**

- The topic will be covered in 4 sessions twice a week during a semester.

4) **Training Activities:**

Trainers will adopt an informal method of training. Trainers would move freely in the room and so do the trainees. They can pick up beverages during the session.

• Interaction is very important especially in focusing on generating ideas. Trainers would use brain storming sessions, discussions, tapes, videos and CDs. For example, trainees will watch a documentary or a video and then come up with ideas relating to them.

• Outside activities are as important as indoor. Trainers would go out for 20 minutes trying to pick up ideas from the community of Cairo University, then trainers and trainees may meet as a group to discuss these ideas and develop them.

• Trainers will use good and bad examples from today’s newspapers and magazines to highlight positive and negative points.

• Trainers will discuss how to get different sources for the stories as persons, direct notice, Internet, official personals, Cinematic description.

By: Rania Khallaf Abeer Saady Soha Abdel-wahed

# Teaching Influences

Editor Maissa Gaber

## **Never a political reporter By Ghada Madbouly**

I have never thought of myself as a political reporter or even thought that I would be interested in political issues.

But Mohamed el Alfi, my boss in Al Alam el Youm Newspaperer, asked me to transfer with him after he was promoted to head the Political Department.

“Politics is the last thing I can write about” I said. He claimed that this is not true saying that a good reporter can write about almost anything.

“If he/she is fully prepared, reads a lot and tries to rewrite the story more than once, then he surely can do it,” he said.

I tried to follow his steps and advice. I didn’t like the first stories I wrote or the analysis that I made. But, after many times of rewriting and editing, the colleagues liked my work and I was impressed.

I realized that without this man, I wouldn’t think that I could be a good political reporter at any stage of my life, or even think of doing anything that I thought I couldn’t do before.

## **A learning experience By Yousra el sharkawi**

Friends, senior colleagues at work, relatives and some people who had just appeared in my life for a brief time all have influenced my life in one way or other. They all helped satisfy my fervent desire for observing others and learning from those living examples around me.

But I will not write about any of them. This time, I will write about my father, whom I mention him rarely in my conversation although he has made the greatest contribution to my life.

Since I began my career in journalism, I realized the problem of being a daughter of a prominent journalist. I needed to prove that I have other qualifications to

rely on in my career life other than my father's reputation. I intended from the first day in my training as a foreign desk editor to stress my abilities of working hard and my independence from not just my father, but also my mother who works as a journalist as well.

I don't know if I have achieved success in that, but he has done a great job with me. He advised me, "Don't give up easily. If you need to achieve something, focus on your plans more than others."

### **Thanks to My Teacher By Abeer Bishr**

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

A-10

I believe that our parents influence us in a way or another. Both my parents were the first persons that had great influence on my personality. They raised me to respect others' point of view.

But I decided to write about Awatef Abd El- Rahman, research methodology professor, Faculty of Mass Communication, Cairo University.

She was the one who taught me how to think in a neutral way, how to conduct research and how to understand events within their contexts whether they are historical or current.

She insisted on dividing the students into groups to work together on research projects. That was her way to develop our skills and to teach us to share visions.

### **They were not even journalists**

**By Abeer Saady**

This may seem strange, but most of those who encouraged me to be a journalist were not journalists themselves. It started when I was a little child. I used to see my parents paying more attention sometimes for these papers, which they called "newspapers." I felt jealous at first then I decided to find out why they gained their attention.

I was 5 years old when a teacher asked us at class what we wanted to be when we grew up. Most of the pupils said that they want to be doctors or engineers. When my turn came, I said proudly that I wanted to be a newspaper. They all laughed and because I was a very shy child, I ran away and hid. I was crying when the teacher came after me.

"You want to be a journalist, so start learning to be one. Get out of your shell and prove you deserve to be that person," she said with a smile. I still remember that smile and tried hard to meet this challenge. I wanted to be that journalist.

My history and geography teachers added more reasons for my insistence on

becoming a journalist. Their way of teaching and dealing with facts and events led me more firmly onto that track.

I read hundreds of books and met thousands of people, but still need those people to recharge my batteries to meet the challenge. This profession is very much dependent on people, and they don't have to be journalists.

Thanks to my parents, teachers and readers who give me every morning a new reason to be a better journalist.

### **Mom, my first teacher By Amani Fikri**

I am what I am because of my mother. Whether I am bad or good, she made it happen and made me love my life.

One of the most important things she taught me is never to be afraid to ask questions or look silly. She always said, "being a silly for a moment is better than ignorant for the rest of your life."

She always showed me the way but let me make my own decisions. At the age of 16, I had one of my unforgettable experiences. I wanted to smoke a cigarette and I kept telling her.

Finally, she brought me a cigarette, lighted it, put it in my hand and said, "smoke." Then, she pulled me from my hands in front of a mirror and said, "I can't prevent you but look at yourself and make up your mind."

I admired her very much. She did not shout at me or give me orders. She taught me that whatever the authority I have, I should always let others to make their own decisions.

For my work, I learned not to be judgmental as far as I can and accept others the way they are.

That is important in journalism because we sometimes meet people who need understanding before covering their stories.

### **Great expectations that came true**

#### ***By Ashraf Nagi***

"If you want to be a better writer, start reading now," my mother said. When I was 8 years old I had a great expectation; that is, to be a journalist one day. I didn't believe that this dream could ever come true because I realized in this early age that not all one's expectations could be achievable.

Still, I had the dream. My lovely mother was the first person who knew all about it. She encouraged me a lot and helped me achieve this dream.

She made my dream hers. The first thing she did was give me a book to read. I remember her saying, "If you want to be a better writer one day, start reading now." She gave me Muslim's holy book Qura'an to read.

I read it fully when I was 10 years old. I didn't understand some verses but it taught me a lot of things.

In one way or another, it impressed me and impressed my writing since then. Afterwards I was able to read a whole book of more than 300 pages and finish it completely.

Sometimes, I could not understand but my mother was always there to answer my questions even if they were silly.

I also started reading newspaper and magazines regularly. Two years later I started to have my own library with the holy book on the first shelf and then different books that varied from fiction to non-fiction, historical to modern, and arts to science. All of them were presents from my lovely mother.

Since then I used to have books as my favorite presents from friends, relatives and colleagues.

A book is a very valuable thing; it can help me form an opinion, do more research and most important, gain knowledge and insight.

I was ready to write. The first thing I wrote in my life was a fictional story that told one of my experiences at this young age. The first person to read this early product was she: My mother.

After my graduation from the Faculty of Arts, English department, which liked very much, I started searching for a job as did many of my colleagues. I was doubtful that my dream would be realized then.

But I didn't lose hope thanks to my mother. I started working as a preparatory school teacher, which helped me learn many things about the changes that are going on in Egyptian society.

It helped me to realize later that the journalist is the mirror of his society. He has to tell stories from people's points of view; he has to reflect their stands and to make them express their opinions as much as he can. Again it was my mother that guided me all the way.

One day she said that she had arranged a meeting with a senior journalist in an English newspaper, which I used to read during my study in college.

The journalist, whom I had taken since then as a model to follow in my whole career, introduced me to the editor-in-chief who welcomed me, sponsored me and helped me climb my "corporate ladder."

I started an intense training for about 3 months. Then I worked as a part-time proofreader, which also helped me to learn about the editors and how the newspaper works.

After six months, I was in the newsroom. One year later, I became the front-page editor.

Really I owe my mother a lot. And I owe the people who helped me realize my expectations.

## **The First Lesson**

By Hanan Fahmy

Whenever I needed them, they were there for me. They were smart and had their own vision. Although I am a female, they didn't regret that as the majority of Egyptian parents used to do at the time I was born. They thought that the best thing to provide me as an

inheritance would be good morals together with an excellent education.

My father taught me that the secret of success in life is to give without waiting to be paid back. As for my mom, she taught me how to be armed with self-confidence whenever I face challenges. They left it to me to make my choices but at the same time taught me how to respect the others' choices as well.

When they discovered that I wanted to be a journalist, Mom and Dad were the first people to teach me that journalism is a mission especially in a developing country like ours. Sure, they wanted me to have an easier job, but again, they respected my choice.

As the years passed I discovered that making choices is the hardest task in life, but at the end of the day journalism in general is this game of choices. To help others to choose is what I think is the real task we, reporters, have to do.

### **The good man I did not know**

By Maissa Gaber

In my early months in journalism, I met a man who was the foreign desk reporter by that time. I was just a young shy girl who did not want to be anything but a good journalist.

Because he was a non-believer while I wear a veil, he had this stereotype that I have a rigid mind that goes back to the Stone Age.

From the first day, our relationship did not go well. Every time he made bad comments about my work or made fun of me, I hated him more.

While everyone in the department was speaking well of him, I was the only who could not make use of his extensive experience in journalism.

One day, our poor relationship came to a head. Me, the young inexperienced journalist, shouted in his face.

Crying on my way home, I realized that I was young and he was old. The past is his but the future is mine.

The next day, I changed my shifts. I tried as hard as I could to avoid him and made sure that my work would not end in his hands for editing.

One day after his retirement, he was ill. I called him and he was surprised. We began to talk a lot over the phone and met in the syndicate.

Moreover, we became friends; I regret that we had this misunderstanding and the stupid stereotype about each other.

He passed away one year ago. I miss him and I am sure that I could be a better journalist if I knew him better than that.

### **The one who influenced me the most**

By Manal Agrama

It's difficult to determine just one person who has affected my life the most. Although there were a lot of people who discouraged me, there were a lot who helped and supported me, too. At the beginning, my father was my first teacher; he taught me how to face obstacles and solve them. Briefly, he taught me how to be a tough fighter.

In my practical life, I cannot forget the first person who helped me and gave me the first chance to publish my work in “Akher Saa” magazine. His name is Hamed Soliman. In 1987, I started a career in journalism when no one had the time to help others. The first time I met him, Soliman said, “I think that you will be a good journalist; you are charismatic.” He added, “To be a journalist is hard, and to be a woman in the field of journalism is the hardest. People in Eastern countries hardly accept women in such critical positions.

Soliman helped me find a place among men who hate to see a woman become more successful than they are.

### **I just became a journalist By Mary Fikry**

I do not remember anyone in my whole life who affected me or lead me to become a journalist. When I was young, I was very good at talking, thinking and explaining what’s right and wrong in a logical way. My extended family always admired my way of thinking. They were always saying, “We think you’re going to become a journalist or a lawyer.” I was very good at writing in Arabic, so I choose to study the literary studies. In high school. I knew that I was going to have high grades every year, so I prayed to God to have just the grades that qualified me to enter the faculty that God would see that would be good for me.

Maybe that’s because I never arranged something to happen in my future. I always put my whole life in God’s hands. So it happened. I got the grades that qualified me to enter the school of mass communication. I think I was good at it. Some of my teachers used to compliment my style of writing and of presenting my ideas. After graduation, I worked easily in newspapering due to my talent. I remember proudly that my first small news item was published exactly as I wrote it.

I would like to name someone who I respect and have learned many things from: Mr. Rushdy Abo Alhasan, a humble person who I really loved and respected.

In conclusion, no one person influenced me or lead me to become a journalist. God wanted me to become a journalist.

### **A Memorable learning Experience**

*By Noha Moustafa*

Almost all my life I knew I want to be a journalist. I used to see my father, who is also a journalist, staying up late writing at his desk. This scene fascinated me and I felt at a very young age that this is what I want to do in life: to be seriously engrossed in writing.

I was so naive, or maybe superficial, to assume that writing is an easy job. I surely had a lot to learn.

Yet it was my grandfather who actually directed me to the ways and means

of being a writer.

“Read,” he said, “in every field and never feel aloof or above any topic. Listening rather than talking is an advantage.”

He told me to be inquisitive and curious, to be straightforward but not sharp. He taught me to trust my intuition and to try my best to be fair.

“You could never run away from a word you wrote,” I remember him saying. “The right path will always be the hardest, and you are always left with a choice.” Time proved him right, and I owe him almost everything I am today.

### **Mom, my first mentor**

By Rania Khallaf

The “meditating girl” is the Arabic meaning of my name Rania. My Mom gave me the name.

She encouraged me to read ever since I was 5 or 6 years old. She showered both my older sister and me with books.

The joy and satisfaction of my mom when she used to take us to the bookshop taught me that reading and knowledge is a wonderful thing.

We used to go to the bookshop every week, and buy books, colored ones with nice pictures and illustrations. My Mom also used to read to us before sleeping. And I loved her kind tone in story telling.

When I went to primary school, my mom was also a teacher there. She kept on encouraging me to read more and to enjoy writing.

I used to enjoy myself during the writing classes. My mom encouraged me later to use my talent in creating stories.

All teachers of the writing classes loved my writings and encouraged me as well. I used to get high scores.

I forgot to say one thing. My mom had the highest scores in her last year at Faculty of Arts, Arabic language section. She was highly celebrated and got her graduation certificate from the late president Gamal Abdel-Nasser.

I have always been proud about this fact. I inherited that. I love writing and I have good sense in learning other languages, thanks to Mom.

### **Two Editors in my life By Sherine Abdel Razek**

In my career of around 12 years, two editors affected me the most. But surprisingly enough, they have totally different ways in dealing with me as a junior reporter.

First there was Ahmed El Ezabi, an easy-going character who, albeit his high degree of professionalism and strong background, is so down to earth and tolerant.

He used to go through my stories and call me at the end to show me what he thinks was wrong but he does so in a very nice way.

I remember that once he was reading my story, he looked at me asking if I liked movies or not. I did not understand his point but I replied, “Yes, I do.”

“Do you know Humphrey Bogart, the actor?” he said.

“Yes,” I replied again.

“He has a very nice movie called Casablanca. Do you know that Casablanca is the Moroccan capital?” He said.

Here I got it. I put the wrong capital in my story. As a new and very shy reporter, he knew exactly how to make me feel at ease while being edited.

However, I also owe a lot to another editor. From day one I felt that Ghada Ragab is strict and hard to satisfy. She used to sit beside me in front of the PC where I saved my story and start editing it word by word with me.

I remember those merciless comments of hers: “This quote is meaningless, this is not right English; this source is the president and not the CEO of the company ...it is not our duty to give our sources new jobs.”

It was very depressing the first two times, I remember leaving the room crying but in only two months time, I discovered that I had a Ghada inside me. I edit my stories in the same way giving myself the same hard time she used to give me.

### **Strong Push By Soha Abd el Wahed**

You meet many people through your whole life. Each one of them affects your life in one way or another.

Some have a bigger role than others, but still they have some influence in your life. My father and mother had the bigger role.

My father affected my life through his work as reporter. Because of him, I loved my job since I was a young child. He is very energetic in his work. I used to watch him working and learned a lot from him.

Since no one receives complete support from the surrounding people in his work, my father gave me complete support. He supported me with his advice and experience. He did not interfere with my way of writing or did not affect my point of view at all.

My mother had a great role as well. She encourages me all the time. Sometimes, she gives me suggestions for news stories to write.

My mother is a good reader, keen to read the newspapers and to follow the news. She used to suggest some books for me to read.

My parents and my husband encouraged me to participate in this program. My mother took care of my child while I was here in the United States, and this was not easy at all.

Thanks to all the people who helped make my life great.

### ***A beautiful mind and soul***

By Tareq Aglan

My editing manager is a very unique character, with a beautiful mind and soul. When I joined the work in my newspaper, I hardly knew anything about the job and the craft.

I was embarrassed and shy, not able to cope with the place and the

people, thinking fully to quit the whole job.

Mohammad Foda, my superior, called me. He began to talk to me about his own experience and the funny situations he experienced at the start of his career. He was smiling all the time, laughing and telling jokes.

After he finished the 15-minute meeting, I gave a deep sigh and understood the message he sent to me; moreover, I realized how smart and caring he was. He had a beautiful mind in an academic and practical way.

# Ideal Editor

Editor Abir Saadi

**What would the ideal editor be like?**

## A beautiful mind and soul

My editing manager is a unique character, with a beautiful mind and soul. When I joined my newspaper, I hardly knew anything about the job and craft of newspapering.

I was embarrassed and shy, not able to cope with the place and the people, and thought fully about quitting.

Mohammad Foda, my superior, called me. He began to talk to me about his own experience and the funny situations he experienced at the start of his career. He was smiling all the time, laughing and telling jokes.

After he finished the 15-minute meeting, I gave a deep sigh and understood the message he sent to me; moreover, I realized how smart and caring he was. He had a beautiful mind in an intelligent and practical way.

***By: Tareq Aglan***

Al Messa Newspaper

## The successful editor

My ideal editor is the one who treats me as a colleague and friend. That doesn't mean that there are no limits. Of course there should be limits and I should respect this.

Rewards must be given based on good work, and not just monetarily, but a

good word or praise may be enough in some situations.

A good editor must encourage his reporters even when the work is not very good from his point of view. He has to push them by saying that this work is good, but it needs some changes and some more effort to make it terrific.

This editor should be fair in dealing with all his reporters, in order to eliminate jealousy among the colleagues themselves towards each other. He must keep personal feelings apart from the work. First of all he has to decide that he is a human being before being a boss. His reporters are like a part of his family because he spends with them more time than he spends with his family.

***By Soha abd el Wahed***

Al Ahram newspaper

### **Professional yet human**

My ideal editor would be:

- . • Professional. I guess that is very important. If he is professional he will gain my respect, and I would try to follow his example in my career.
- . • Understanding. I want a common language and common ground between us. He would be willing to understand me.
- . • Teaching. He can be a leader, but he should teach me how to be in the driver's seat, too. A good leader encourages his writers to be good partners and not just followers. If he is like that, he will enable me to trust myself and my talent. I certainly will be better.
- . • Fair. I will feel safer with a fair editor. I will concentrate more on my work than to fears of being subjected to any hurt. I will know that what I deserve will come to me without being obliged to fight for it. He will treat us equally.
- . • Balanced. When he gives me some advice, I want him to do that privately because there is a saying: "Any advice in public is a scandal." When he wants to praise my work, I wish he would do it in front of my seniors or colleagues.
- . • Social. Of course there will be a distance of respect, but I want him to be a true friend, too, one who cares about my best interest not just the articles I write. A question about my health if I am ill will make me feel that he has turned the newsroom into a family.

***By: Abeer Saady***

Akhbar El Yom newspaper

### **All in one**

I think the ideal editor should be....

- . • Professional: He has to be professional so as to be a model for others to follow.

- . • Successful: He should have success in what he is doing professionally.
- . • Ambitious: He should have legitimate ambitions in order to keep up his success
- . • Smart: He should be smart in order to overcome hardships in the profession and handle difficult situations in quite a good way.
- . • Wise: He should be wise when required to be so.
- . • Credible: Credibility is the most important thing he should protect for his reputation in the field.
  
- . • Brave: If he is to be honest and credible, he must also be brave.
- . • Caring: He should care for others whether they are reporters or other editors.
- . • Loyal: He should be loyal to his work and colleagues.
- . • Well-behaved: Good behavior is the only thing people will accept.
- . • Respectful: He should maintain mutual respect with other people and colleagues.
- . • Sociable: He should be sociable to succeed
- . • Helpful: He should be willing to help other colleagues.
- . • Decision-maker: He should be a decision-maker.
- . • Punctual: Punctuality is very important thing in the profession.
- . • Good Manager: Good management is part of his success.

***By: the entire group***

### **They had different ways**

In my career life of around 12 years, two editors affected me the most and surprisingly enough they have totally different ways in dealing with me as a junior reporter.

First there was Ahmed El Ezabi, an easy going character who, albeit his high degree of professionalism and strong background, is down to earth and tolerant. He used to go through my stories and afterward call me to show me what he thought was wrong, but he did so in a very nice way. I remember that once while he was reading my story, he looked at me and asked whether I liked movies or not. I did not understand his point but I replied, “Yes, I do.” He said: “Do you know Humphrey Bogart, the actor?” “Yes,” I replied. “He has a very nice movie called Casablanca; do know that Casablanca is the Moroccan capital?” he said. Then I understood. I put the wrong capital in my story. As a new and very shy reporter, he knew exactly how to make me feel at ease while being edited.

However, I also owe a lot to another editor. From day one I felt that Ghada Ragab was strict and hard to satisfy She used to sit beside me in front of the PC where I saved my story and start editing it word by word with me.

I remember those merciless comments of hers: “This quote is meaningless, this

is not right English, this source is the president and not the CEO of the company ...it is not our duty to give our sources new jobs.”

It was very depressing the first two times. I remember leaving the room crying, but in only two months time, I discovered that I had a Ghada inside me. I now edit my stories in the same way giving myself the same hard time she used to give me.

**By: Sherine Abdel Razek**

Al Ahram Weekly newspaper

### **What Reporters Want in an Editor**

An ideal editor in my opinion should be as follows:

- An ideal editor is one who would come early to work, share responsibilities and be involved. -An ideal editor is one who can come up with new ideas, to be motivated and energetic. -A good editor should always try to confront work problems and solve them as soon as possible.
- A good editor should praise his reporters in front of others and try to keep the scolding in private. -A good editor should be fair to his reporters and try to advocate their causes or solve their problems with colleagues or with the management. -A good editor should listen attentively to all what reporters need to say and try to be positive about it. -A good editor should be very flexible and open-minded about changing situations. -An ideal editor is one who is able to be able to cope with modern technology to be able to connect with younger reporters.

**By Noha Moustafa**

AL Alam Al Yom newspaper

### **A perfect business day**

The ideal editor for me should:

- . • come early in the morning and leave late in the evening.
- . • read the newspapers in the morning to come up with new ideas.
- . • hold meetings with his staff on a daily basis to discuss local issues.
- . • make sure that every one of his staff has an assignment to be done.
- . • socialize with his staff from time to time.
- . • discuss the articles with his staff before editing them to make sure that the

reporter did not miss any element of the story.

- be patient and understanding if any of his staff expressed unwillingness to complete the story.

- not be so negative or critical that it would create a sort of competitive spirit among the staff.

**By: Rania Khallaf**  
Al Ahram weekly

### **Give experience and chances**

My ideal editor should want to share his career experience with me, criticize me in a decent and positive way that encourages me to become better, admire good things I did in my job, give me every possible chance to improve my professional skills, discuss my mistakes in private, be interested in helping me to overcome my weaknesses, share vision through detailed discussion, think of my success as an added value to his career, and be ready to hear and accept my point of view if it is a good one.

**By: Abeer Bishr**  
Hawa Magazine

### **A caring person**

A great editor for me is one who cares about my work and my need to improve and become a better writer.

I would like to have an editor who would encourage me and challenge me at the same time, because if I'm too pampered I will not do a good job.

To become a good editor you have to go to work far enough before the deadline to have a pretty good idea about the articles that will run in the paper.

**By: Ghada madbouly**  
Al Alam Al Yom newspaper

### **A real professional**

He was a real professional editor. He used to come very early to the newspaper and start his day with reading most of the Egyptian newspapers. After this he began making a quick review of our best and worst stories. He always received people at his desk with a great smile or a joke. At the daily budget meeting, he praised the hard workers and sometimes gave them rewards from his own money, which

meant a lot, although they were very little in their value.

He used to yell sometimes openly but only against lazy or careless ones. But if any hard worker did something wrong, he would speak with him in private so that he wouldn't embarrass him or her in public. In addition, he was personable with the staff. He was so witty and knew when to put more pressure on someone or challenge him to do his best work.

***Hanan Fahmy***

Alwafd newspaper

### **Not Afraid**

My ideal editor is:

. \* Not afraid of making decisions. His hands don't shake when he is signing a paper and does not hesitate or feel afraid to take the initiative.

. \* The first to come to the newspaper, not only early but full of news and ideas.

. \* Resourceful: with one phone call he can know what is going on.

. \* A good writer \*Knows how to really evaluate people and good from bad writing.

\*Appreciates those who work hard, gives them what they deserve and punishes those who don't work.

\*Protects his journalists. Gives them support when they are facing a problem.

By: Amani Fikri

Al Wafd newspaper

### **My perfect editor**

- 1) The ideal editor would be open to discussion, especially when it comes to my suggestions about improving the work or other comments on his behavior with my colleagues or me.
- 2) The ideal editor would encourage the ambitious attitude of young reporters and welcome their enthusiasm. Even if they make some mistakes, they will not learn unless you give them the chance to learn.
- 3) The ideal editor will establish friendly relations with his reporters outside the newsroom; show real concern toward some of their problems and personal issues. He will share special occasions like celebrating birthdays.
- 4) The ideal editor will not give the idea that he prefers one or a couple of our colleagues over the others. This will be as if he is dividing the newsroom into factions.
- 5) The ideal editor will have the talent to shed light on the talents you have. He will help you discover talents you didn't even know you had.
- 6) The ideal editor would be a model for others in everything.
- 7) The ideal editor would be the first one to arrive in the newsroom.

8) The ideal editor will praise me in public and criticize me in private.

*By: Yousra El Sharkawi*

Al Ahram newspaper

### ***The Perfect Editor***

I think the perfect editor must have these qualifications in his character and in his work :

- . • Professional
- . • Experienced
- . • Smart
- . • Decisive
- . • Not moody
- . • Wise
- . • Knowledgeable about what's happening in the world
- . • Gives the chance to the writer himself to edit and summarize his story. In a simple

word, he must be democratic. By Mary Fikry Watani newspaper

# **Other Presentations**

Editor Mary Fikri

Planning guide

Business Reporting

By Ghada Madbuli, Maissa Gaber, Noha Mostafa and Sherine Abdel Razek

Target: business reporters, a group of ten.

Topic: how to make business reporting more appealing

Timeframe: two weeks – three days a week- two hours a day with 15 minutes break after the first hour.

Specific trainee goal:

To understand financial statements and terms and to write more appealing business stories.

Overview and connection: in the first session, we will start with examining what they

already know and what they need. Then, we will move to what we are going to offer.

We will ask the group to write a business story using some given facts and numbers.

After they finish writing, we will assess their stories in comparison with an ideal written story about the same subject and that contains the same facts.

Focus questions:

1-We will ask them to think like readers. What they would like to have in the story?

Do they understand or not? Is it boring for them?

2-How to use the human elements in their stories to make them more readable?

3-How to use the figures and turn them to a readable story?

4-As a reporter, how they can read the financial statements and understand them?

5-How do I use charts and tables in business features?

6-How do I understand financial terms?

Training activities:

1-Writing business features inside and outside the class.

2-Using suitable software for data such as Excel.

3-In class discussions to assess the trainee's assignments and to discuss the assigned readings they were given the session before.

Electronic and print materials needed:

1-PCs or laptops uploaded with appropriate software such as Excel.

Paper handouts:

- Glossary
- Bibliography with relevant books
- Printed samples from business stories

Assessment methods:

1-Daily assessment at the end of every session.

2-Rewriting the first assignment to evaluate the progress achieved.

3-Each trainee will fill in an evaluation sheet at the ends of the sessions.

Training Guide for  
Editorial Writing

By:  
Tareq Aglan

Ashraf Naggui

Mary Fikri

1-Specific Topic:  
Intermediate Editorial Writing

2-Timeframe:

- 1.30 hr.
  - 3 weeks
  - 2 times a week
- Total: 9 hours

Lecture:

- • 15 min. introduction to lecture with PowerPoint demonstration
- • distributing the lecture agenda
- • 15 min. discussion panel
- • 15 min. activities
- • 15 min. break (tea, coffee, and refreshments)
- • 25 min. reviewing activities
- • 5 min. conclusion and wrap up

3-Overview and Connection: How this training updates what you already know

4-Focus Questions:

How do you write editorials that will lead public opinion?

5-Specific Trainee Goals:

-To improve the quality and effectiveness of editorial writing

6-Training Activities:

-Trainees will be invited to participate in a discussion panel about the current status of editorial writing in newspapers.

-Trainer will ask trainees to write editorial pieces on of news of local, national, regional and international concerns.

7-Materials

· Electronic Materials: -Laptop with PowerPoint demonstration -Projector -Video Conference -Scanner -Printer -Telephone -Xerox printer

· Printed Materials: -Samples of editorials

-Tips for editorial writing -Handbook

## 8-Assessment Methods:

In a 100-word and above essay, the trainees will be asked to evaluate the training themselves.

9-Extensions: -Creating online editorial newspaper -Follow-on visits to the trainees' newspapers -Editors' chat room.

## **Interview and press conference training**

By:

Rania Khallaf

Abeer Saady

Soha Abdel-Wahed

## Planning Guide

Interview and press conference for young journalists at the Press Syndicate

Time frame:

Three weeks, two days a week

Overview and connection:

Developing interview techniques

Focus Questions:

How do you develop confidence while interviewing different kinds of sources?

How do you apply new techniques of interviewing in press conferences?

Specific Trainee Goals:

To develop their tools and techniques, concerning the questioning, developing their own questionnaires, using databases and Internet, intranet access.

Training Activities:

Trainers will get handouts such as outstanding interviews with prominent sources. Copies of books on interviews with prominent figures will be handed out to them. Trainees will

have the opportunity to go out of the class to conduct their own interviews and get them edited inside the class.

Trainees will have a chance to conduct a press conference with a political-intellectual figure inside their classrooms.

The trainer will create a crisis situation with one of the trainees, and convert the class into a press conference meeting.

Electronic and print materials:

Trainees will be exposed to the most modern available recording devices, book references, laptops, digital cameras

Assessment Methods

Create a questionnaire that will cover all aspects and activities of the training course. Follow-up sessions in a series of over lunch-sessions to review the negative aspects of the course.

Extensions:

Contact sheets will be distributed to the trainees in order to be in contact with their trainers.

Conducting a follow-up meetings after six months to evaluate the overall program.

Planning Guide:

News Writing

By: hanan fahmy- amani fikri – yousra el sharkawi.

1) Specific Topic: News stories.

2) Time Frame: two weeks, three days a week, two hours a day. Ideally, we will meet in a conference room in one of our newspapers.

3) Overview and Connection: we will focus on beginners, new reporters.

4) Focus Question(s): what are the criteria of news and how do I write a good news story?

5) Specific trainee goals:

A) to work on developing their selective skills concerning news and how to determine whether the story is worth publishing or not.

B) to work on developing skills in writing a news report.

C) to use graphics, maps and tables with figures to support stories. We will stress the important of these tools, especially with these stories focusing on locations and causalities in a battlefield.

7) Training activities:

1) discuss with them what are the news criteria though asking questions, using samples, using the technique of comparison, especially in the beginning, giving them the chance to define the criteria and how many of them are already available in the samples they have.

· assign them to leave the class and go out searching for news stories. Their choice must be guided by the information they got in our first phase.

· read the material in class and evaluate them to find out if they are really working according to what they have learned till now.

· the last phase-- teach them how to use this material in writing news stories with different techniques.

· invite a professor in the first theoretical phase to discuss with them the basic ideas of the “news.” He will help them to set their own definitions. This is just for two days.

· In the practical phase, we will invite one or two news reporters who have a good experience in newsrooms.

· Trainee will:

--Participate in the discussions.

--Take notes and work on the things we assigned them to.

--Evaluate their work by themselves according to what they learned. (We will copy their work after saving them to help us in developing the program.)

8) Electronic and print materials needed:

· Handouts, including the academic news criteria and definitions. Samples of printed news stories written with different techniques. Projector and provide them with an access to the Internet.

9) Assessment methods:

· How will I know this has been an effective training?

A final assignment . Evaluate it in comparison to their early assignment. Have a sort of follow up program and try to keep in touch in some way or other with our trainees.

10) Extensions:

\* What is his/her next step?

Go back to their work places and start applying what they learned during their training session. Arrange to visit them in their newsroom and ask them to attend as guests in our next training sessions with our new reporters.

Important note: we will have soft drinks and refreshments.

# Training Tips

Editor Soha El Wahed

## Training Tips

Sherine Abdel Razek

- . • Don't manage it like a lecture. It should always be a two-way discussion. This guarantees more involvement of the trainees.
- . • Don't sit in rows or U-shaped tables; circular seating encourages meaningful communication.
- . • Don't make the handouts very academic or dry, illustrations and Power Point might help but don't over do it.
- . • Make the presentation lively, speak up, keep asking the trainees questions- this will make them on the alert and participate more.
- . • Don't be dressed in a very casual way, otherwise trainees might think you are underestimating or disrespecting them. However, don't be too dressed up as this might distract the attention of the trainees (especially if you are a female).

**Yousra el Sharkawi**

**Al -Ahram daily newspaper  
Foreign desk editor**

### DON'T:

- 1) We need to avoid the direct manner of training, especially in the beginning.

2) We shouldn't get disappointed quickly, but to work to pass our experiences to others in an indirect manner. We need to make use of the enthusiastic atmosphere we will meet in our newsrooms after our arrival. We will begin the whole process by just telling stories about our experiences in US.

3) If we are going to take part in other classes in Egypt, as part of the follow up phase, we can begin by inviting our colleagues to attend those courses with us. This will prepare them for other classes, in which we will participate as trainers.

### Do.

1) Of course it differs from one place to another, but the most effective way, especially in the beginning is to work hard, making use of all what I learned here or what I have noticed as well. This will inspire others in some way or another, they will ask questions and I will answer them. Maybe they will get more interested in the information I have and this means more discussions.

2) At the same time, we need to be prepared to much bigger opportunities which we could get by chance or later.

3) Chuck Clark, national editor of the Orlando Sentinel, advises about using our free time or lunch hours will help us in passing our experiences in an effective way and pave the way for more formal training.

Rania Khallaf

### **Al-Ahram weekly newspaper**

- . • Bring handouts like articles, newspapers, to acquaint your students with new styles of writing.
- . • Start the lecture by introducing yourself, and let students introduce themselves too and brief on their own drives to attend such a program. This will help create an intimate atmosphere between the lecturer and students.
- . • Give a 15-minute break every two hours.
- . • Do not take one position while you are lecturing, and let your students move freely in the lecture room.
- . • Encourage your students to suggest new ideas, and to participate with questions during the program.
- . • Let your students play the role of trainers, so that they make a sort of rehearsal before they are trapped in the real-life training.
- . • Always smile, and tell jokes.
- . • Bring some snacks to the lecture room, because people tend to enjoy talking and eating at the same time.
- . • Invent a sort of competition for the best creator of a new method of training.
- . • Let your students be acquainted with all training tools that they could use during their actual training programs such as projectors, ...

- . • Provide a list of books that include more information on the subject of training.
- . • Ignore a yawning or sleepy student.
- . • Change your tone of voice during the lecture, so that your students won't get bored

**Ghada Madbouly,  
Reporter, Egyptian daily financial newspaper  
al alam al youm**

Do's

- . • Try to be informal in the training and try to break the ice in order to grasp people's attention first.
- . • Try to make it a kind of interaction rather than a lecture form or one side talk.
- . • The interaction might bring new ideas that can help in the process of learning.
- . • Try to be a modest person and never show them that you know better than they do.
- . • If there is an opportunity to practice what you taught and apply it in some way, don't hesitate to do it.
- . • You should give handouts to remind people of what you said.

Don'ts

- . • Don't make it a lecture.
- . • Don't make it so long, without any breaks.
- . • Never be unprepared or give a lecture in something that you don't really understand or like quite well
- . • Don't try to stop someone from expressing his own opinion even if it doesn't follow yours.
- . • Don't make it theoretical only.

**Ashraf Naggui The Egyptian Gazette**

(Warning: These tips can only be useful in Egypt. Any attempt to use them in any other place will not be my responsibility)

- . • Building up a special kind of relationship between the trainer and trainee and putting them on similar footing will surely yield benefits all through the learning process or the transmission between the sender and the receiver.
- . • Setting the main objectives and goals in advance will help bring both the trainer and trainees on the right track through out the whole process.
- . • Before starting with the training process, the trainer should define every trainee so s/he can shift through different teaching methods in order to satisfy the majority of trainees. One methodology of teaching will sure not be enough and what can

works with you can't all the time works with others.

- . • Don't train trainees on something you are sure they know very well. You can do this an indirect way. For example, don't explain to a group of journalists with minimum three year of experience what is news because they knew it one way or another but instead you can ask them for their definitions of news and how to make story.
- . • From the very beginning try to bring to the training process novel and new things in the field so that can help catch their attention and make them more willing to learn other traditional stuff.
- . • It would be useful if you, as a trainer, can train your trainees to be trainers so as to motivate them to continue the learning process and follow it totally from the very beginning to the very end. It will also ensure that the trainees will in one way or another improve themselves and their skills without telling them to do so.
- . • Last but not least, try to be everyone's trainer.

### **Amani Fikri Foreign desk editor Alwafd Daily Opposition newspaper**

- . • I am already a trainer; I run 2 or 3 shifts a week in which I edit my colleagues work.
- . • Don't start by making judgments on what they wrote whether it is right or wrong.
- . • People don't like be told directly they are wrong.
- . • Help them figure out what's wrong and how to correct it
- . • Would it be easy? No! It would take talent, social skills, confidence of what you are doing and sharing your experiences with them.
- . • Some people have great experiences, but they don't know how to convey it to others. Informal training is the best way because it comes naturally.
- . • Try to build a relationship first with them before starting training.
- . • Ask them what they want and let them guide you to the best way of training.
- . • Talk to them friendly.
- . • Always smile even if you are facing a tough situation and never lose hope even if they are not participating.
- . • In case of formal training, this would give you enough authority to do what you want because people who choose formal training already expect to be trained.

### **Tareq Aglan Crime Reporter Al Gomhouria newspaper**

- . • Since, perhaps, you will not be able to instruct your colleagues directly about your own experience, talk with the colleagues about your visit to the U.S.
- . • Make a comparison between American and Egyptian journalism.
- . • Making comparisons is the best way for teaching others. It removes the so-called sensitivity between the colleagues.
- . • If you will choose the direct approach, select the younger reporters in your newspaper because they will be less sensitive and more willing to learn because they are not the same age or higher in position.

### **Hanan Fahmy Editing Manager-Deputy Alwafd newspaper**

### Do's and Don'ts

- . • Break down barriers. It is always better to start in the informal way.
- . • Take care not to appear as if you are lecturing.
- . • Ask a simple question to help the other to focus on finding the best answer. Then ask another more difficult question to guide the discussion. Help the learner arrive at his own conclusions.
- . • Always have confidence in yourself
- . • Start with the easy things to learn to make the other accept the difficult things easily when time come.
- . • Help the other to organize his thoughts through discussion.
- . • Don't yell, instead try to be sensitive to the others feelings.
- . • Share ideas and thoughts by saying something like: "what do you think of so and so?"

### **Noha Moustafa on line Journalist at Gn4me.com**

#### Do's

- .- it is always good to have literature ready to hand out on the subject of training.
- .- slides could be very helpful in presenting an issue without exaggeration.
- .- try to win the trainers out from the beginning by knowing their names and a little about them and their backgrounds.
- .- try to add some fun and humor to the training topic.
- .- make the theoretical part as short as possible so that the focus would be on the practical part which is usually the most interesting part.
- .- try to help as much as possible in solving the problems the trainees are facing.
- .- try to be honest and forthcoming when answering their questions and addressing their special requests.
- require evaluation and feedback from the trainees in order to help them to have a better quality training.

#### Don'ts

- .- don't make it a one man show as it will be very boring.
- .- stop anybody from expressing themselves.
- .- lose your temper or yourself control in front of trainees.
- .- try to prove a point or that the others are wrong.
- .- waste their time on nonsense.

### **Soha abd el Wahed**

Feature reporter

**Al- Ahram newspaper**

- 1) Prepare your material first.
- 2) Do it friendly, not as a trainer and trainee.
- 3) Allow discussions among participants.
- 4) Use videotapes –they are convincing material.
- 5) Make it organized and planned.
- 6) Allow them to ask and share in the process.

7) Allow them to give suggestions.

8) Tell a short story in the rest time or a funny situation you had, so that you can be sociable and person and get them more relaxed.

9) Allow breaks and movements inside the room.

### **Abeer Bishr "Hawaa" Magazine, a weekly women's magazine**

. • When I first went to my internship, my contact invited me to lunch with all the journalists, and we discussed our career differences between Egypt and USA. I really enjoyed it and felt free to talk about my experience back home, so I think I will do the same thing with my Egyptian colleagues.

. • If I have to do it the formal way, I will depend on discussion rather than lectures and notes. When we first came here we were so exhausted, and we needed to start our training as soon as possible. Peter Laufer was our instructor. He was dynamic that he succeeded in getting our attention. We followed his lead and contributed our own experiences; he turned the lecture to a fruitful discussion.

. • In Egypt, I think I will start sharing my experiences with my willing and interested colleagues. I think when this experience succeeds, it will encourage others to join the group.

. • My bosses were already excited about my training program, and I think that they will take the initiative to ask me about the benefits.

### **Mary Fikry**

• **Reporter and Diplomatic Editor**

#### **In Watani Newspaper**

. • I'll use the same techniques I learned here, like asking a question and making my colleagues think about it. Then I'll write all their answers and discuss them again.

. • Give my colleagues practical examples as much as I can.

. • Encourage them to keep improving their writing

. • Encourage them to ask questions and speak out.

### **Abeer Saady Foreign affairs and technology journalist Akhbar El Yom newspaper**

First you have to know about some things as: 1) The culture of your trainees because knowing that will help you reach them easily, have better understanding of their way of thinking and avoiding doing things that may be natural in their culture, but offending to them. 2) Try not to repeat what they already know and treat them like professionals. They properly have skipped many important things to come to your session, so prove to them it is worth it. 3) Try to know a small background about each of them if possible because that will help you to develop relations with them and estimate what to tell because some of them may need extra information because of their areas of interests.

4) The important thing is that you should have something that deserves attending your session. Get as accurate information as you can and be prepared for any question that they might ask. Remember that they are journalists and expect to get the most updated information from you.

Second: Tips related to the session itself:

- 1) Start by telling them whom you are and giving them a chance to introduce themselves to you and their colleges this will break the ice and make a warm feeling in the room.
- 2) Try to make the session as interactive as possible by brainstorming, discussing, and getting feedback from time to time. Sometimes ask them and let them talk based on their experiences as professionals. Remember that the most boring training is the one-way teaching.
- 3) Use as much multi-media as possible. This will attract their attention and make them more interested, but don't over do this because it may distract their attention.
- 4) Some times use body language, but don't repeat a specific move because this may distract them too.
- 5) Don't use the same tone of voice all the time.
- 6) Let them move during the session if they are not comfortable.
- 7) Just avoid the academic ways. Don't be the teacher and just treat them like students. Don't make the materials and schedule very static, change it whenever necessary.

**Maissa Gaber,**

Foreign desk reporter

**al alam el youm newspaper and gn4msnbc.com**

- . • Sometimes it is hard for the journalists to accept being lectured by their colleagues. I believe the training sessions should be conducted in a friendly but strict way.
- . • Jokes and breaks are recommended during the session.
- . • The trainer must have the capability to redirect the discussions if they get off track.
- . • I recommend establishing a reward at the end of the training sessions. This will encourage the participants to participate in a positive way

Appendix A-11 WKU draft curriculum agreement



International  
Journalism & Media Management  
Training Program  
@ Western Kentucky University

**CURRICULUM DEVELOPMENT OUTLINE AGREEMENT**

## **DRAFT**

The International Journalism and Media Management Training Program is an intensive journalism-training program for working journalists and managers. The Program is funded by USAID. Internews Network is the prime grantee and Western Kentucky University is the sub grantee.

This year, the Program includes the redesigning the journalism curriculum at universities in Egypt. Western Kentucky University will work with leading Egyptian universities to create a comprehensive curriculum at the university level that could then be shared with other universities in the country. The curriculum will be developed by Egyptian and American constituents.

Each Participating institution is asked to review this outline in preparation for a formal agreement.

### **Program Objectives**

To raise levels of skills of journalism graduates from Egyptian universities in such areas as:

- . • writing and editing news stories
- . • public affairs reporting
- . • press law and ethics
- . • basic photography
- . • basic graphic design
- . • feature writing
- opinion writing
  
- . • press history
- . • current issues in media
- online journalism

### **Program Activities**

The Participating universities will:

*International Journalism and Media Management Training Program Semi-Annual January 15, 2004*

- . • Appoint a current faculty member as contact for project with the ability to provide all required information for the project;
- . • Review all current published material about Participating universities' journalism curriculum and provide such to the other parties;
- . • Participate in the design of an appropriate university, undergraduate journalism curriculum;
- . • Participate in the design and implementation to measure the results of the program.

## **Deliverables**

The Participating institutions will:

- . • Create an undergraduate, journalism curriculum appropriate for use at Egyptian universities;
- . • Supply budget recommendations related to faculty and facilities necessary to fully implement the curriculum;
- . • Schedule the implementation the new curriculum.

Prepared by Jerry Barnaby Co-Project Director Western Kentucky University October 7, 2003